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ABSTRACT

The Parents and Counselors Together (PACT) guide is intended as a resource for helping parents help their children prepare for and make successful transitions toward college admission. The first section presents overview information, including a discussion of the concept of early intervention as a tool for college preparation. It offers strategies for involving target audiences in the PACT program. The following section contains these four modules: (1) building a foundation for educational success; (2) charting a challenging high school experience; (3) the road to college; and (4) paying for college. Each module is broken down into four parts: objective; message; methods; and resources. The objective section describes the goals that the trainer will be attempting to accomplish. The basic message that PACT trainers should convey to parents is presented in outline or graphic form whenever possible in the message section. Each trainer is encouraged to enhance the basic message by adding information of local importance or interest. The methods section offers training suggestions that will aid in conveying the message, including discussion questions and ideas for action by parents after their participation in the PACT program. The resources section contains materials that can be copied for use as handouts for parents, and identifies publications, brochures, and related materials that can be acquired as supplemental information. A general bibliography of resources and bibliographies for specific modules are provided. (LLL)

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PACT

Parents and Counselors Together Program

A Guide to Presenting Parent Workshops that Promote Educational Success with Students

National Association of College Admission Counselors

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"I believe the children are our future...
Teach them well ... and show them
all the beauty they possess inside ..."

from *The Greatest Love of All*
as recorded by Whitney Houston

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Frank E. Burtnett, Ed.D.
PACT Training Guide Editor and
Executive Director, NACAC

P A C T

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PARENTS AND COUNSELORS TOGETHER PROGRAM

Introduction

The National Association of College Admission Counselors has long been concerned about meeting the educational needs of all students, including those who are underprivileged and underprepared. Our interest in developing an early, active dialogue with parents is a natural outgrowth of that concern.

In 1984, the NACAC Human Relations Committee discussed various ways in which counselors might make a greater impact on the transition process for minority and economically disadvantaged students. They concluded that clear, concise information should be disseminated to students earlier in their school careers. The Committee determined that this information might be more beneficial for the student if directed through the parents. These parents care a great deal about their children and the future, but many of them are less likely to have a college education or possess the information or experiences to provide educational guidance to their children.

As a result of the work of the NACAC Human Relations Committee, the *Guide for Parents*, an easy-to-read brochure which introduced the basics about preparation for and admission to college, was introduced in 1987. Since then, NACAC has distributed more than 1,250,000 copies of the guide from the national office and through its 20 state and regional affiliates. Further dissemination has been accomplished by the more than 1,750 schools and agencies that have acquired the reproducible version of the guide for local publication and distribution.

Motivated by the acceptance of the guide by both the counseling community and the general public and a desire to design additional outreach programs for parents of late elementary and middle school students, NACAC has designed the "Parents and Counselors Together (PACT) Program." This work has been supported by a grant from the Edna McConnell Clark Foundation.

The purpose of PACT is to bring counselors, educators, and concerned community representatives into direct contact with parents and to aid them in guiding their children toward a full range of educational options. Parents who participate in PACT workshops will gain valuable information about:

- Strategies for fostering effective study habits and encouraging success in school.
- The secondary school courses needed in preparation for various postsecondary options.
- The variety of postsecondary education options open to students, including four-year colleges and universities, two-year junior and community colleges, and vocational and technical education programs.
- The process of gathering information about postsecondary opportunities and using this information to make sound decisions.
- The costs associated with postsecondary education, information about student assistance programs (including grants, loans, scholarships, and work study), and the importance of planning for these financial contingencies.

By becoming involved in the PACT Program, counselors, educators, and community representatives will have the unique opportunity to work with parents as they seek to promote a full range of education options for their children. NACAC encourages you to become involved in this most important work!

PACT

P A C T

OVERVIEW

The Earlier, The Better

Frank Burtnett, Ed.D., Executive Director of the
National Association of College Admission Counselors

For many American students, access to higher education becomes a matter of reality some time in their junior or senior high school year when they begin the exploration and application activities that will result in college or university admission. Most students and their families will come to recognize that this is a time of harvest — a time when the best options will be available to those students who have studied vigorously, pursued a challenging curriculum, and were guided to explore all available opportunities and to make wise decisions.

Even though counselors are essential in this entire process, the role of guidance and counseling in the nation's schools has been a subject either disregarded or overlooked in almost every reform report or plan for educational improvement in the 1980s. There were, however, two exceptions: reports by The College Board Commission on Precollege Guidance and Counseling and the National Association of College Admission Counselor sponsored National College Counseling Project.

Both called for the improvement and extension of precollege guidance and counseling programs that assist students as they consider and plan for a full range of postsecondary opportunities. The two reports also offered one other unique recommendation: each called for this assistance to begin long before high school.

Early Intervention Focus

In response to this recommendation, the issue of when to initiate precollege guidance and counseling is now receiving considerable attention in the counseling, admission, and financial aid communities. If the option of college is to be viable for eighteen-year-old seniors, any number of prerequisite experiences will need to have occurred — experiences that result in the kind of academic record that will open as many doors as possible for the student.

A number of projects across the nation attempt to provide the kind of information and motivation that promotes the prospects of postsecondary education, especially for minority and economically disadvantaged youth currently underrepresented in our college population. Secondary school counselors, college admission counselors, and financial aid officers give increasing attention to these early intervention activities with all parents and students.

NACAC members have been at the forefront of the early intervention movement. As early as 1985, the Texas Association of College Admission Counselors embarked on the

"Middle School Project," stimulating the dream of college for eleven- to thirteen-year-olds and helping them chart the routes to realize the dream.

In 1987, NACAC initiated distribution of the *Guide for Parents*, a public information brochure aimed at parents of late elementary and middle school students. The brochure presented information about secondary school course selection and financial aid, and it also answered basic questions about preparation for college. The brochure has been disseminated widely and was reproduced extensively to reach intended parent audiences.

Emergence of PACT

The Parents and Counselors Together Program (PACT) is directed to the same parent audience as the *Guide*. The project will equip counselors, teachers, and interested community representatives with the information needed to conduct parent workshops. These workshops are designed to encourage improved student achievement and better parent understanding of the college admission and financial aid processes. Supported by the Edna McConnell Clark Foundation, NACAC will carry the PACT program to the parents of minority and disadvantaged students who are more likely to need this information.

Counselors, teachers, parents, and others need not worry that early intervention will require students to choose a college at the early age of 10 or 11. On the contrary, early pre-college guidance should focus first on finding success in school and then help students move through a series of successful transitions that will ultimately result in expanded postsecondary options. Early intervention efforts can also address the needs of "at risk" students who may be in danger of not obtaining a high school diploma.

The PACT early intervention activities will stress the following with students and parents:

1) Study habits and skills for success in high school and beyond.
2) Understanding the high school courses required for college and university students, including the importance of pursuing a challenging course of study.
3) An awareness of the exploration and decision-making process that leads to admission to college or other postsecondary options.
4) Understanding the costs of college and the various forms of financial assistance.
5) The variety of ways in which the parents can play a supportive role in assisting their children to reach their full educational potential.

The Target Audience

Students of color and those from economically disadvantaged situations are currently underrepresented in higher education and continue to need special attention as educators and citizens attempt to improve the quality of our schools. Among the eight major recommendations of The College Board report, mentioned earlier, was the need to improve the quality and availability of guidance services for underrepresented students.

Failure to respond to the needs of these students could very likely result in the development of a permanent underclass — a consequence that could have a devastating economic impact on this nation. Each year almost 700,000 students nationally drop out of secondary schools. Over 40 percent of these dropouts are minority students. In the largest urban areas, the dropout rate today exceeds 50 percent. For Black males, it approaches 70 percent.

The modest gains in college admission made by Black and Hispanic students during the 1960s and 1970s have either stalled or reversed in the past few years. This new trend is increasingly alarming because the number of minority students in school has grown dramatically in this decade: demographers project that so-called "minority" students will constitute a "majority" of school age populations in ten states by the year 2000.

According to demographic surveys, underrepresented students are less likely to have college-educated role models in their families. In 1986, 20.1 percent of Whites over 25 had completed four years of college or more. But the rate for Blacks was 10.9 percent and 8.4 percent for Hispanics.

These students, especially those growing up in urban environments, are often exposed to social situations that run counter to success in school. One needs only to pick up a daily newspaper to see the tip of the iceberg: substance and alcohol abuse, adolescent pregnancy, crime, and other factors become barriers to learning — and, sometimes, living — in the inner city. In addition, students themselves speak of the peer pressure against getting good grades, completing assignments, and other productive behaviors.

Needless to say, the PACT program is not a panacea. It will not remedy all the personal, social, and community problems that often stand between students and a quality education. But it is built on the very workable premise that parents can make a difference: they can be an effective force to neutralize and reverse negative behaviors and environments. The PACT program suggests that parents who have the appropriate motivation — and are offered quality information — can provide sound guidance for their children's education.

The parents for whom PACT is intended exist in almost every American community. Knowing who they are, where they are, and how to involve them in PACT becomes the

responsibility of the counselors, educators, and community representatives who will carry the PACT message into the schools and neighborhoods of this nation.

Certainly any elementary or middle school parent could benefit from the information that PACT will present. Simply stated, however, some parents need it far more than others. These parents are more likely to be Black, Hispanic, or Native American. They will likely reside in urban and rural America. Many will be poor and lacking in their formal education.

The PACT Challenge

Reaching target parents will not be an easy task. These men and women have not been served well by schools: their experiences with educators have not always been positive. The first step in parent involvement may be to establish trust — trust that the purpose of PACT and the motivation of the PACT trainer are one and the same: to help parents help their children reach their full educational and career potentials.

A second element to ensure parent participation in PACT is the creation of a comfortable, non-threatening environment. Parents will be responsive and sincere in their PACT involvement so long as they learn something that will help them guide their children and so long as they feel important in the suggested role that they play in their children's education. Central to the entire PACT program is the belief that parents can and want to contribute to their children's lives. Given the sort of information and support that PACT provides, they will be better prepared to help their sons and daughters become better learners and potential college candidates. Once parents experience personal growth and affirmation in the training sessions, they will tell other parents, and PACT outreach will grow as a matter of course.

Finally, parents will become involved in PACT if the program is accessible to them. Many of them work full-time or hold down more than one part-time job. Some are single parents. It is most important, therefore, that PACT sessions are set at dates and times that are convenient for as many of these parents as possible. Also, addressing site accessibility and similar practical concerns will reassure parents that their participation is the very point of the program.

Perhaps the most important word in PACT is "together." The program affirms that counselors, educators, and parents all have a stake in our children's future. By working independently, we can offer them little. But as a team, we can work toward a future that is brighter and more filled with promise.

P A C T

Using the P A C T Training Guide

Using the PACT Training Guide

This guide is designed for you — counselors, educators, and community leaders who work with parents. It is intended to be a resource for you to help parents to help their children through the late elementary and middle school years and on toward the successful completion of high school and admission to college.

Counselor Users

For experienced school or college admission counselors, this guide will present a great deal of information that you use in your daily work. You are already familiar with most of the content of the PACT message and our goal here is to simply present it in a format that is appropriate for the intended parent audience.

If you are used to working only with secondary school students, remember that PACT parents are not faced with the immediacy of college exploration and decision making. They truly have the opportunity to assist their students to make the most of their high school years.

Educators and Community Representatives

PACT has also been developed to ensure that teachers, administrators, and community representatives like church leaders, youth program officials, and others can become involved in the guidance process. For most of you the information in the PACT guide will be new. You will need to take additional time to become familiar with the content and the manner which we suggest that it be presented.

If you need assistance understanding the basic message or in preparation for your PACT activities, we suggest you consult a school or college admission counselor in your community. There are many who would be most eager to help you present your program.

PACT Guide Contents

Let's move on to a description of what is contained on the pages of the PACT guide.

The preceding section contained overview information for you, the trainer — information that is essential to your understanding of the PACT initiative. Included you will find a discussion of the concept of early intervention as a tool for assisting students to prepare for and make successful transitions toward college admission. This section addresses the need to work with students of color and with those from economically disadvantaged situations. It also offers strategies for involving target audiences in the PACT program.

The section that follows contains the activity modules that you are asked to present and is truly the "heart" of the guide. There are four modules, each self-contained, but presented in the order that they should be introduced to parents. Each module is broken down in the following manner:

Objective

A short description of the goals that you as a trainer will be attempting to accomplish.

Message

The basic message that PACT trainers should convey to parents is presented in outline or graphic form whenever possible. Trainers will need to study the message in great detail, gaining a personal understanding and command of the content.

Each trainer is encouraged to enhance the basic message contained in the PACT modules by adding information of local importance or interest. For example, a discussion of study skills would be an excellent opportunity for you to talk about study programs at your school or agency or to inform parents of specialized services like a homework telephone hotline. In the module on financial aid, the trainer should focus on any state or local assistance plans that are applicable.

We have designed the module pages to allow you to insert notes and/or add emphasis to the basic message. In the module section (see page 15), you will note that the message content is presented using one third of the printed page. The space to the right is for your messages and notes.

It is extremely difficult to create a single message that has relevance to as many different locales as may be touched by the PACT program. As a PACT trainer you are encouraged to strengthen the basic message that is presented on these pages.

You might think of yourself as a chef and the PACT module as a general recipe. Using your personal knowledge and experiences, you can add the spices that will enliven the PACT message and make it more relevant to your parent audience.

Methods

This section of each module will offer training suggestions that will aid in conveying the message, including discussion questions and ideas for action by parents after their participation in the PACT Program.

Resources

This section of each PACT module will contain materials that can be copied for use as handouts for parents and identify publications, brochures, and related materials that can be

acquired as supplemental information. PACT trainers are encouraged to acquire or develop additional materials that contain state and local information or describe available programs and services.

The final section contains a special bibliography of resources for PACT trainers, references that are not included in the specific modules. This section also contains a glossary of common terms that PACT trainers should know and understand to be fully effective in their interaction with parents.

Special Training Considerations

The PACT parent training guide is designed to be flexible and allow the trainer room to create an experience for parents that is based upon group need. Determining existing parent knowledge and the amount of information that can be acquired during training sessions will require your personal assessment.

In order to assess what parents know and need to know, you might want to have a number of informal parent meetings to determine the level of knowledge and how to structure the PACT training activities in your school or community.

If your opportunity to interact with a parent audience is a one-time-only experience, determine how much and what PACT information to present. If your school, church, or community agency affords multiple exposures to parents, attempt to present the full PACT message and compliment your personal training with guest presenters. Once you have become accustomed to offering the PACT workshops, we hope that you will offer these sessions again and again.

PACT trainers should also recognize that school and college admission counselors can serve as valuable human resources. Consult with these local educators as you plan your parent workshops and include them as guest presenters and consultants when you conduct your training sessions.

Know Your Parent Audience

The information and activities have been selected and designed to be used with all parents, regardless of the education level attained. Attention must be given by each PACT trainer to understanding the cultural and social differences that may be a barrier to effective parent involvement in their child's education. The key to effective PACT training is an understanding of the parent participant and an ability to adapt the message so that it can be fully understood and implemented.

Organizing and Conducting Parent Workshops

The following information will assist the PACT trainers in organizing and conducting their parent workshops. These activities are divided into three stages: planning and design, implementation, and follow-up.

Stage I: Planning and Design

- Engage in a thorough review of the PACT training guide, adding notes and areas of special emphasis.
- Conduct planning meeting with school or agency colleague (if you plan to present PACT with other trainers).
- Identify target audience in school or community.
- Establish date and time for parent workshop and determine suitable training site. Make arrangements for the use of the facilities.
- Identify the specific agenda module(s) to be presented at parent workshop.
- Reproduce PACT handouts. Acquire supplementary resources and materials.
- Solicit sponsorship of PACT program by educational officials and community leaders.
- Identify and secure trainers, consultants, and aides.
- Invite participants to workshop.

Stage 2: Implementation

- Review all planning and design tasks to ensure that each has been completed.
- Prepare for the teaching aspects of the workshop.
- Conduct the workshop.
- Conduct the workshop evaluation. *(see page 14 and reproduce copies as needed)*

Stage 3: Follow-up

- Review planning and design tasks, workshop flow, and division of responsibilities.
- Summarize and study the workshop evaluations.
- Send or telephone "thank yous" to sponsors and individuals who assisted you in presenting the workshop.
- Repeat any tasks required to complete the full PACT program or to repeat workshop session for a different audience.

- Provide appropriate feedback to sponsors and administrators.
- Conduct overall PACT program evaluation.
- File reports with the NACAC national office. *(see page 13 and copy as needed)*

Site and Meeting Preparation Strategies

Locating the most appropriate site for the workshops is a practical and essential consideration. When reviewing possible sites, begin by asking such questions as: Is the site accessible by public transportation? Is it well lighted and reasonably safe after dark? PACT trainers will find the following types of facilities suitable for their parent workshops:

- School classroom/conference facilities - usually can be obtained through personal contacts with school administrator. Be sure to acquire a confirmation (written, if necessary) of your meeting space from someone in a position of authority in the school.
- Church, library, and community agency facilities - Arrangements can be made with the pastor, librarian, or agency director. Some community sites may not be known to all prospective parent participants and will necessitate maps or special instructions.
- Regardless of the type of facility, the following concerns should be considered in the selection of a PACT training site and preparation for the parent workshop:

Facilities

- Setup - an informal arrangement of chairs allowing for participant interaction with the trainer and with each other is recommended
- Welcome and registration area (if needed)
- Audio visual equipment (if you produce any of the PACT materials as overhead transparencies or use other audio visual resources)
- Chalkboard, chalk, and erasers
- Flipcharts, easel, and marking pens
- Hospitality breaks (coffee, snacks, etc.)
- Access and facilities for the handicapped
- Special services such as child care

Guest Presenters and Consultants

Trainers who choose to involve guest presenters or consultants in their PACT workshops should follow the guidelines suggested below in utilization of such personnel:

- Make your initial communication with guest presenters or consultants a personal contact (personal visit or telephone).

- Outline the specific role which you wish the person to play and set time parameters for his/her presentation.

- Communicate all workshop details (date, time, location, agenda, etc.) in writing. Be sure to include directions and maps to your training site.

- Two follow-ups are generally useful when dealing with guest presenters and consultants. The first as a follow-up to the invitation to participate. This allows for a clarification of roles. The second follow-up should come as a reminder three to five days in advance of the actual workshop.

- Be prepared for cancellations and no-shows. Your workshop agenda should possess the flexibility to do without the topic which is lost by the loss of a presenter/consultant. Another trainer may be required to treat the subject.

- Send thank you notes or make telephone calls to all who help you with the PACT workshop. You may wish to use these people in future training sessions and this expression of your gratitude will leave them with a positive feeling about your workshop.

Ready ... Set ... Go!!!

Now that you have reviewed how the PACT parent workshops are to work, you are ready to move forward in the training guide and make yourself more familiar with the content and the message that you will soon be delivering to parents.

P A C T Training Report

Following each P A C T *workshop session, please complete this training report and send it to the National Association of College Admission Counselors.*

P A C T Trainer Name _____

Address: _____

_____

City _____ State _____ ZIP _____

Work Telephone: ( ) _____

Site of Workshop _____

Date _____ Number of parents in attendance _____

Module(s) Presented _____

Comments: Use this section to describe the parent audience and summarize their evaluation of the P A C T workshop.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Return this form to PACT/NACAC, Suite 430, 1800 Diagonal Road, Alexandria, VA 22314.

PACT

P A C T Workshop Evaluation

NOTE TO PARENTS: Your evaluation of this workshop will help your P A C T *trainer improve the experience for future audiences. Please complete the information below and return this form to the trainer.*

	Rating				
	high				low
The workshop presented me with new information and ideas.	5	4	3	2	1
The pace or timing of the workshop was satisfactory.	5	4	3	2	1
The training methods used by the presenter were suitable.	5	4	3	2	1
There was ample opportunity for discussion and to ask questions.	5	4	3	2	1
The workshop facilities were comfortable and adequate.	5	4	3	2	1
My overall evaluation of the workshop.	5	4	3	2	1

Strengths of the workshop: _____

_____

_____

Suggestions for improving the workshop: _____

_____

_____

General comments: _____

_____

_____

_____

_____

_____

_____

_____

PACT

P A C T

MODULE 1
Building a Foundation for Educational Success

The "Parent Ladder" concept presented in this module was adapted from a message developed by the Anne Arundel Public Schools of Maryland.

MODULE ONE
Building a Foundation for Educational Success

Objectives

- To demonstrate the importance of the family and home in student achievement and success.
- To provide methods of home and school collaboration which foster self-esteem, motivation, and academic achievement.
- To identify ways and means that parents can become involved in their child's education.
- To inform parents of the study skills necessary for success in high school and beyond.

NOTES

Message

Parents should attempt to have ongoing and direct involvement in the education of their children. In far too many instances, however, they leave that responsibility up to the schools.

Consider if you will that students spend a far greater amount of time in the home, the neighborhood, and the community than they spend in the classroom. Each student spends half (180 days) of his or her days in school and half (180 days) out of school. School days require that the student be in class for only 6 to 7 hours; three fourths of each school day is spent out of school. By controlling this large amount of out of school time, parents can have a positive impact on their child's experience in school.

Educators have long believed that what the student does outside of school affects what he or she does in the classroom. By taking an active interest and becoming involved in the education of your children, you will form a partnership with teachers and other educators, a partnership that will prove productive for your son or daughter.

The adage "nothing succeeds like success" certainly applies to youngsters. As parents, we should want to help our children build feelings of worthiness that will contribute to their educational achievement.

Encouraging student achievement requires that parents build success experiences. Building success is like climbing a ladder: you must take one rung at a time and be certain not to miss any of the steps.

The Parent Support Ladder

14. Recognize that education is a lifelong process.
13. Recognizeplaces to learn.
12. Recognize school as work.
11. Encourage extracurricular/outside school activities.
10. Maintain a school link.
9. Serve as home teacher or tutor.
8. Provide a constructive study climate.
7. Encourage mastery of basic skills.
6. Become involved in child's school work.
5. Express respect for effort.
4. Recognize doing one's best as success.
3. Recognize degrees of competency.
2. Emphasize importance of school.
1. Encourage positive work attitudes.

Let us review the steps on the parent support ladder:

Step 1 — Encourage positive attitudes
Those work habits that parents support at home such as promptness, respect, responsibility, and interest in school work are transferred to the school environment.

Step 2 — Emphasize importance of school
To emphasize the importance of school, parents must demonstrate an enthusiasm for learning. Since basic skills learned in school are applicable in the real world of work, parents can appropriately link school to work. Getting to school on time, regular attendance, and completing assignments are all "transferable" as work habits. Parents must also stress the importance of completing high school as an important step to the worlds of work and college.

NOTES

Step 3 — Recognize differences

Parents must recognize differences in aptitude, intelligence, and personality, even among children in the family. Just as important is the recognition of differing strengths and the uniqueness of individuals. Schools are sometimes limited in ways to acknowledge individual differences — which makes recognition at home and in the community even more important.

Step 4 — Recognize success

Success is an individual measure — and understanding that one's best efforts do not always mean "A+" grades. Be certain to praise "small" successes. Doing one's best *is* being a successful person.

Step 5 — Express respect

By expressing respect for what children are capable of doing, children learn to value a good effort. This increases self-esteem and self-respect.

Step 6 — Become involved

Involvement in school work means recognizing effective work attitudes, encouraging the completion of homework, recognizing gaps or discrepancies in competency, seeking resources to help, participating actively in decisions affecting your child's academic or educational program, and finding solutions to school problems. Parents should be positive about their own work and teach by example.

Step 7 — Encourage the basics

Since the basics — reading, writing, speaking, mathematics, and communicating — significantly influence the work that people do, emphasis on these skills aids educational competence.

Step 8 —Provide a constructive study climate

Understanding and accepting difference in learning styles is essential in providing an appropriate study climate. Elements such as ritual (establishing a routine), time (learning to budget minutes effectively), discipline (practicing self control), and place of study are extremely important.

Step 9 — Help your child

NOTES

Helping children with homework and tutoring them are essential activities for parents. Providing resources, materials, and time are factors to consider. When dealing with subject matter unfamiliar to you, consult the teacher or counselor for help or to identify people (e.g., older students, other parents, special assistance programs) in the community who might serve as a tutor.

Step 10 — Maintain home and school link

When parents are involved in school activities, the behavior sends a message to children that school is important and that the child's achievement is recognized and encouraged.

Step 11 — Encourage extracurricular activities

Extracurricular activities in school and in the community give students an opportunity to express their uniqueness. Encourage your child to participate in sports, school clubs, science fairs, and related activities. Such activities need not always be group oriented. Individual activities and interests (e.g., reading, collecting, etc.) are also significant and add to the development of the student.

Step 12 — Recognize school as work

Regarding school as work helps students to understand the true meaning and value of work. Parents contribute to the development of students as lifelong learners and instill greater importance to the school experience.

Step 13 — Recognize places to learn

School, home, and the community are places to learn. Help your son or daughter to be an "active" learner. The kitchen of your home, for example, can be a laboratory for learning about science and mathematics. The newspaper or television news helps the learner to gain a sense of history and social science. Every experience offers opportunities for symbolic or practical learning.

Step 14 — Recognize education as a lifelong process

Teach your son or daughter that education never stops and that the elementary and secondary experiences provide the foundation for future study and career. Stress that a high school diploma repre-

sents a fundamental step in the total life experience. *Learning to learn* will pay important dividends.

NOTES

Using the Home as a Learning Center

TRAINER NOTE: DISTRIBUTE RESOURCE 1-2

Design a home learning environment that is appropriate to your student's learning style.

- Identify the physical space where studying and quiet reading can occur.
- Secure the resources (e.g., paper, pens, dictionary, etc.) that your child will need.
- Establish a routine time for homework and special class projects and allow for balanced leisure activities.
- Promote sound time management skills allowing attention to all subjects and planning for long range projects (book reports, essays)
- Encourage games and leisure time activities that require reasoning, computation and problem-solving skills. Allow your child to participate in building things, fixing things, cooking, and related tasks.
- Monitor television watching and encourage viewing that can compliment the educational experience.

Use school and community resources when appropriate to ensure your student's educational achievement. Helping your child learn how to use the school or community library is one of the most important things that you can do as a parent. You will discover that libraries have more than books — they host film viewings and special programs designed to help your child be a better learner. Further, museums, zoos, parks, and other sites are learning laboratories waiting to be explored by you and your children.

Meet and confer with your student's teacher and counselor. Take an hour each September to establish these important ties and check in periodically over the course of the school year. Use the telephone when a personal visit is not possible. Many parents are intimidated by educators. Usually this fear is unfounded. Teachers, counselors, librarians, and other specialists are there to help: they look forward to working with you. Approach them and be approachable. Also, each time the school issues report cards, parents have an opportunity to check on progress. Don't wait until poor grades are received to check with the school.

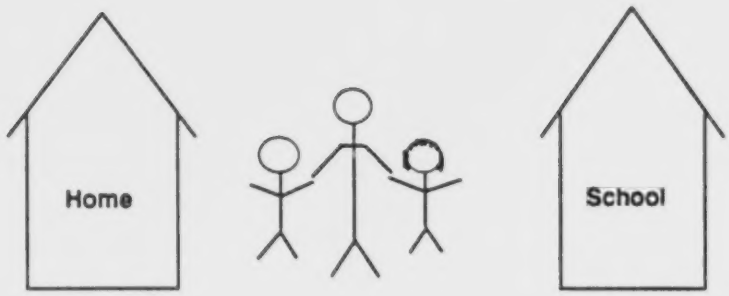
NOTES

Join the parent organization at your school and become involved in the decision-making process. Learn how the school operates and how parents can provide input.

Parents as Partners with Schools for Student Educational Success

As a parent or guardian, you have the unique opportunity to provide information and assistance to your child as she or he proceeds through an educational program. You can support and extend the efforts of teachers, counselors, and other school staff to develop knowledge, skills, and attitudes, that help students plan for the remainder of their education, their careers, and their lives.

A three-way partnership between the home, the school, and the student will foster your child's successful achievement in school.



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Parents' Influence Makes a Difference

You can also influence the work attitudes and sense of responsibility of your student to do his or her best in school. Here are some suggestions.

Help your student to:

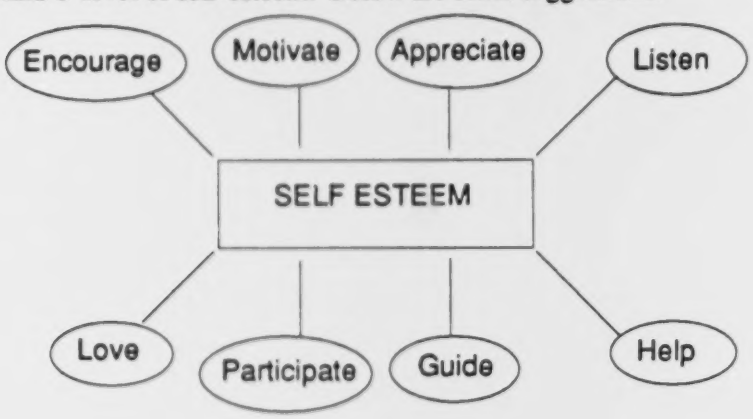
- Feel good about and want to go to school.

NOTES

- Attend school properly dressed and in good physical condition (e.g., rested, fed, and relaxed).
- Understand and support school rules by explaining reasons for them.
- Complete homework and outside assignments consistently.
- Plan better by asking her/him to give you information about dates for tests, report cards, scheduled conferences, school events, and other activities.
- Anticipate school evaluations by knowing when grades are coming and when to ask for them.
- Establish a school and home calendar and place it in a prominent location in the home.

Building self-esteem or a positive self-image

Your student's success in school is partially related to his/her self-esteem. School staff can work with you to raise or maintain your child's level of self-esteem. Below are some suggestions:



TRAINER NOTE: DRAW ABOVE ILLUSTRATION ON CHALKBOARD OR FLIPCHART

- Expect your child to be able, competent, and responsible. **Encourage!**
- Reward effort and improvement with your approval and enthusiasm. **Motivate!**
- Acknowledge small steps. Focus on successes rather than failures. **Appreciate!**

NOTES

- Pay attention to your child. Use meals and other "together" times to catch up on what's happening at school. **Listen!**
- Set aside time to assist with school work and to practice new and developing skills. Select a study place and set study time with your child. **Help!**
- Practice consistent discipline and authority and set an example. **Guide!**
- Enjoy your child and do things (both educational and recreational) with him or her. **Participate!**
- ***Love!***

Preparing for a Future Harvest

The sound educational habits that your daughters or sons acquire during the elementary and middle grades will not be fully felt until they reach adolescence and adulthood. The seeds of good study skills must be planted during childhood and nurtured throughout the school experience.

The stronger the student's academic preparation and record of achievement, the greater are his or her chances of high school graduation and movement on to the college and university experience. The competition of the 1990s will afford greater opportunity to the best prepared — the students most able to meet the challenges of the classroom.

Success in career is directly related to success in school. The best options will be open to the students with the best preparation. As a parent, you can ensure a rich harvest by devoting attention now to the building of a sound educational foundation with your child.

METHODS

Introductions

If Module I is the first workshop session that you do for parents, you will need to use some type of "icebreaker" techniques to introduce yourself, your fellow trainers, and the parent participants to each other. As parents introduce themselves, have them indicate the names and ages of their elementary and middle school-age children.

The PACT message is best delivered in an informal, friendly atmosphere where people know one another and where participant interaction is encouraged. The use of name badges will help you and the parents to remember names. Do everything you can to make parents feel comfortable.

The failure of many parents to participate in educational programs can be traced to not feeling welcome or secure. Your initial goal is to create a sense of "belonging" and encourage participation in the full PACT workshop offering. Ask the group to consider continuing to meet on their own to extend support to each other.

Discussion Questions

Throughout Module I there are opportunities to break into the message and use discussion questions to gain parent participation in the workshop. Before parents can be effective in helping children become successful in school, they must first be acknowledged as important care providers and their personal self-esteem must be addressed. Emphasize that we are not here to tell them how to be better parents, but rather to help them understand how to get the most out of school for the benefit of their sons and daughters. A number of questions are identified below:

- Why did you come to this session? What do you want to learn?
- What aspect of the parent ladder do you find most difficult to provide? Easiest to provide?
- Can you give some positive examples of how you have helped their children prepare for school or practice good study habits?
- What problems have you experienced in getting your child to study, read, and engage in other educational activities at home?
- Television is a major distraction for many students. What others can you identify as present in your home and in your community?
- Numerous suggestions have been made today/tonight about helping your child with study or homework. Do you feel comfortable with the roles suggested here for you as a parent? Have you found any tutors or special resources that you can share with the other parents?

Activities

- Invite appropriate educators or community representatives to serve as consultants during the presentation of Module I. These might include:

  Elementary/Middle School Principal
  Counselor
  Librarian (school or community)
  Learning Disabilities Teacher
  Community Resource People (e.g., tutors)

- If your parent audience is comprised totally of elementary school parents, schedule a field trip to the middle/junior high school to learn about the program and courses available there.

- Schedule a group visit to the community library or instruct parents how they can schedule a personal visit. Provide the name of a person who will be their host or hostess and encourage the parents to take their child along.

PACT Promotion

If Module I is only one part of the PACT effort in your school or agency, be sure to tell parents when future workshops will be held. Encourage them to share the information they obtained and bring another parent to the next session. If possible, leave parents with the name of a counselor, teacher, or community worker who could address specific concerns or problems that they may have following the PACT workshop.

Resources

In addition to the PACT handouts which follow, trainers may wish to acquire the following resources for use with Module I:

Help Your Child Do Better in School

Help Your Child Become a Good Reader

Help Your Child Learn Math

Help Your Child Learn to Write Well

Help Your Child Improve Test-Taking

The above publications are available from the Office of Educational Research and Improvement (OERI), Outreach Staff, Room 302, 555 New Jersey Avenue, NW, Washington, DC 20208. NOTE: OERI makes camera-ready copies of these five brochures available to those who wish to reproduce them. PACT trainers should contact the OERI Outreach Staff and request these materials.

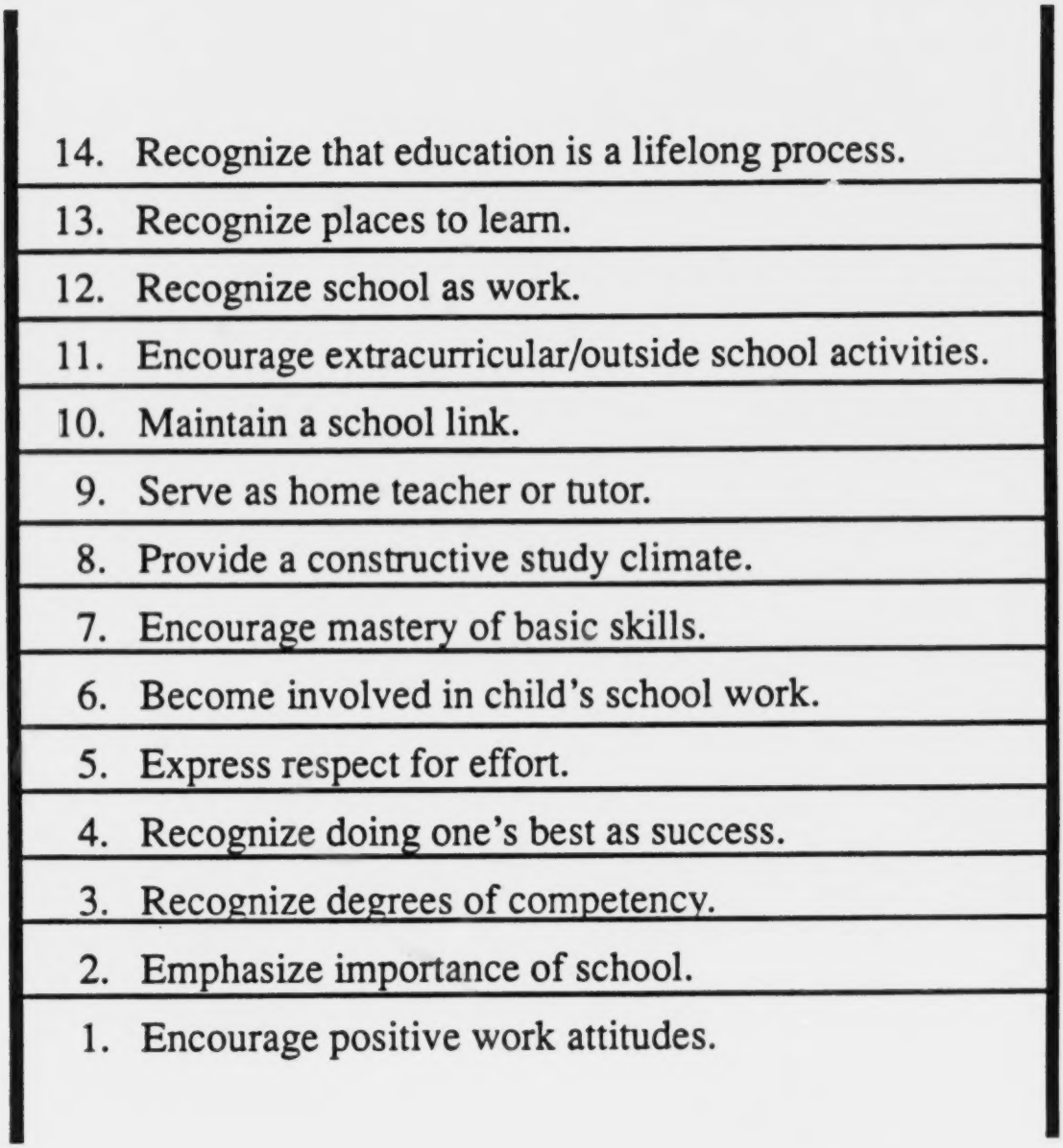
Annual Education Check-up: Your Guide to Parent-Teacher Conferences, National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044.

Helping Your Child Use the Library, Office of Educational Research and Improvement, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202.

What to Look For When You Visit Your Child's School, National Education Association, 1201 16th Street, NW, Washington, DC 20036.

Consult your local school system, state department of education, and community agencies to determine if other relevant materials are available.

The Parent Support Ladder


14. Recognize that education is a lifelong process.
13. Recognize places to learn.
12. Recognize school as work.
11. Encourage extracurricular/outside school activities.
10. Maintain a school link.
9. Serve as home teacher or tutor.
8. Provide a constructive study climate.
7. Encourage mastery of basic skills.
6. Become involved in child's school work.
5. Express respect for effort.
4. Recognize doing one's best as success.
3. Recognize degrees of competency.
2. Emphasize importance of school.
1. Encourage positive work attitudes.

The Home as a Learning Center: Some Tips for Parents

Design a home learning environment that is appropriate to your student's learning style.

- Identify the physical space where studying and quiet reading can occur.
- Secure the resources (e.g., paper, pens, dictionary, etc.) that your child will need.
- Establish a routine time for homework and special class projects and allow for balanced leisure activities.
- Promote sound time management skills allowing attention to all subjects and planning for long-range projects (book reports, essays).
- Encourage games and leisure time activities that require reasoning, computation, and problem-solving skills. Allow your child to participate in building things, fixing things, cooking, and related tasks.
- Monitor television watching and encourage viewing that can compliment the educational experience.

P A C T

MODULE 2
Charting a Challenging High School Experience

A portion of the information presented in this module was adapted from the *Guide for Parents*, developed by the National Association of College Admission Counselors.

MODULE TWO

Charting a Challenging High School Experience

Objectives

- To present information about the various kinds of postsecondary education.
- To help parents understand the educational routes to postsecondary education.
- To discuss the importance of aptitudes, interests, personality traits, and values in educational and career decision making.
- To discuss the importance of building a sound record of achievement in challenging high
- school courses.

Message

NOTES

Parents are children's first and most influential teachers. Unfortunately, too few parents understand the impact that their roles as educators have on the lives of their children. The more you understand about the challenges of learning, the better equipped you will be to play a guiding role in charting a school experience that ensures graduation and presents the widest range of educational and career options.

How can the parent help? You begin by taking an active interest in what your child is studying. The courses your child takes at every grade level have a lot to do with what your child can do after high school graduation. Throughout grades 7-12, you can assist by:

- Investigating the types of programs and study tracks offered in the school.
- Monitoring your child's grades or other reports of academic progress.
- Meeting regularly with the counselor and teachers to monitor progress.
- Becoming familiar with the school calendar to be aware of grading periods and special events (e.g., testing periods).
- Reviewing your child's course schedule and participating in future course selection.

NOTES

Beginning as early as the middle or junior high school grades, your son or daughter will be given the opportunity to choose or elect the subjects that he or she will study. These courses are arranged in a sequence—each building on the former and demanding more of the student.

All school subjects are arranged in a manner so as to allow the student to meet the minimum graduation requirements established by the state. The high school diploma, however, will not guarantee entry in specific careers or postsecondary education options. Each student should complete a course of study consistent with his or her educational and career objectives and, in most instances, this means going beyond the the minimum graduation requirement.

What a student wishes to do following high school will dictate the type of educational program she or he will design. Students interested in moving directly into the world of work will find the vocational and technical education courses appealing. Such courses can be found in most comprehensive high schools or in area vocational technical centers that serve many school districts.

The student who aspires to continue his or her education at the college or university level must follow an appropriate course of study beginning in the middle grades. Success in the middle grades can be measured in a number of ways —

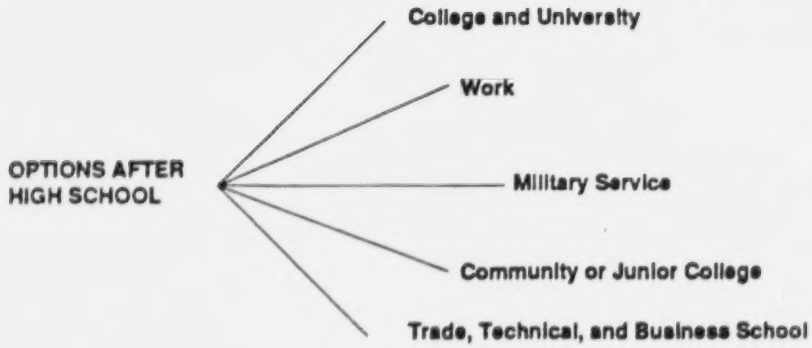
- Your child's ability to read and write is the most important skill needed for the future.
- Your child needs a firm foundation in mathematics.
- Your child should take advantage of courses offered in science, social studies, and foreign languages.
- Your child must learn and maintain good study habits.

Beyond High School

Let's take a few minutes to look into the future. Your child is about to complete high school. What options will be available?

TRAINER NOTE: DRAW THE FOLLOWING ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART

NOTES



Many students move directly from school to a job. These students may have studied a vocational-technical education curriculum while in high school. Without formal vocational preparation, they will more than likely be required to participate in some form of apprenticeship or on-the-job training program to gain entry to their chosen occupation.

Others enter military service. The Air Force, Army, Marine Corps, and Navy provide several hundred occupational opportunities as well as the specific training programs required to be successful in each. The military services also provide enlisted personnel with the opportunity to participate in college and university training and to continue these studies following enlistment.

TRAINER NOTE: DISTRIBUTE RESOURCE 2-1

Still other students go on to some form of postsecondary education. Today, the student who wishes to continue study after high school has a number of options including the following:

TRADE, TECHNICAL, AND BUSINESS SCHOOL

Description

Private proprietary schools specializing in trades or vocations. There are some 9,000 schools in the United States offering more than 500 different courses and 200 occupational programs. Specialize in teaching skills (e.g., welding, cooking, hairstyling, and word processing) required in the workplace.

Length of study

Studies vary in length from intensified training programs lasting a few weeks to diploma or certificate granting programs which may take up to two years.

Characteristics

NOTES

Open admission—meaning all who apply are usually admitted. Instruction is directed to skill training required for a specific job. "Hands on" learning or "learning by doing" often employed. Program and institutional accreditation distinguishes the better proprietary institutions from those that have not served students adequately.

COMMUNITY AND JUNIOR COLLEGE

Description

Two-year institutions conveniently located in local communities. Specializes in college transfer programs, vocational programs, or both. There are 1,336 community and junior colleges in the United States.

Length of study

Depending on program. Generally six months to two years. Leading to degrees or certificates.

Characteristics

Usually inexpensive, flexible hours, convenient location, independent study as well as traditional classroom approach. Open admission. Transfer programs often tied to four-year colleges in state or area. Usually respond to local employment demand by offering courses in neededareas.

COLLEGE AND UNIVERSITY

Description

Institutions comprised of divisions called schools or colleges. Geared toward preparation for professional occupations such as accounting, engineering, and health services. Traditional classroom setting. Offer degrees upon completion of program. There are 2,070 colleges and universities in the United States.

Length of study

Four years of study leading to a college degree

Characteristics

Well rounded education, including studies in arts, sciences, and the humanities. Can be public, private, sectarian, non-sectarian, coeducational, large or small, and found in any type of community.

NOTES

Relating Education to Careers

Different occupations and careers have different educational requirements, and it is never too early for you or your child to understand these routes to the world of work. Young adults can enter occupations with the following levels of preparation:

TRAINER NOTE: DRAW THE FOLLOWING ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART AND DISTRIBUTE RESOURCE 2-2.

HIGH SCHOOL DIPLOMA

Special career training certificate or diploma
- Trade, technical, and business school
- Apprenticeship program
- On-the-job training program
- Military services
- Community or junior colleges

COLLEGE OR UNIVERSITY DEGREE

- Community and junior college (2 - year)
- College or university (4 - year)

ADVANCED STUDY AND SPECIAL EXPERIENCES

- Graduate school
- Career experience

Each of these training levels will prepare the student for hundreds of different careers. Let's examine a sampling of these occupations by preparation level:

TRAINER NOTE: DISTRIBUTE RESOURCE 2-3

Occupations requiring a high school diploma

Assembler	Receptionist
Cashier	Salesperson
Driver	Security Guard
Mail Clerk	Stock Clerk
Messenger	Telephone Operator
Orderly	Waiter/Waitress

Occupations requiring special career training

Auto technician	Medical technician
Barber/hair stylist	Photographer
Chef	Police officer
Firefighter	Secretary
Geologist	Surveyor
Machinist	Travel Agent

Occupations requiring college or university degree

Accountant	Nurse
Architect	Park ranger
Chemist	Pilot
Counselor	Physical therapist
Computer analyst	Reporter
Engineer	Teacher
Librarian	Writer

Occupations requiring advanced study (more than undergraduate college degree)

Astronaut	Hospital administrator
College professor	Judge
Dentist	Lawyer
Dietician	Physician
Economist	Veterinarian

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Coursework Leading to College

NOTES

Beginning in the ninth grade, the college-bound student will need to pursue a course of study that is both full and challenging. Some high schools will prescribe a schedule beginning in the ninth grade and continuing through graduation. In other words, students get on a "track" in their early high school years — a track that can have a dramatic effect on their later options. Your son or daughter could follow a track of college preparatory courses, required by most colleges or which are most likely to prepare for the academic challenges in college. Some students will find themselves in a less demanding sequence of courses that will simply not provide the same options.

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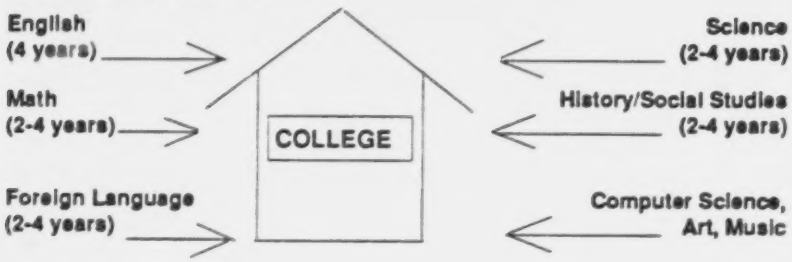


Subject Area	Amount of Study
English	4 years
Science	2 to 4 years
Biology	
Chemistry	
Physics	
Earth Science	
Mathematics	2 - 4 years
Algebra	
Geometry	
Trigonometry	
Calculus	
History	2 to 4 years
Foreign Language	2 to 4 years of same language
Computer Science	
Music	
Art	

NOTES

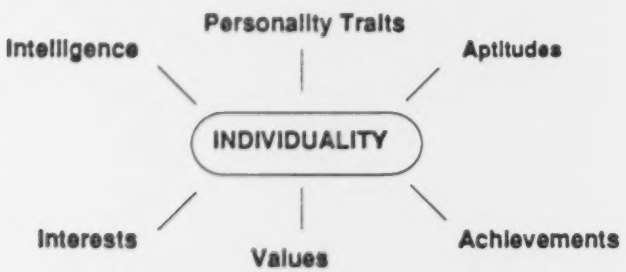
Coming Up Short

Many capable students simply do not pursue a course of study challenging enough to ensure the kinds of options that their aptitudes and abilities will permit. In other words, they opt for the program of minimum requirements, one which will guarantee them a high school diploma, but not necessarily open the doors to the college or university experience. By understanding what is required for entry to college, you can help your child chart a challenging course—one that will ensure that they do not come up short!

Learning More About Your Daughter or Son

During childhood and adolescence, you become aware of the individual characteristics that your child possesses that are similar to and different from other children. These personal characteristics will come together as your child matures and shape future behavior. Awareness of these characteristics will allow you to guide your child in making choices that are consistent with her or his individuality. Let us examine these characteristics:

TRAINER NOTE: DRAW THE FOLLOWING ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART AND DISTRIBUTE RESOURCE 2- 5.



Aptitudes

Aptitudes represent your child's capacity for learning — their natural ability to do something. When someone uses the expression, "She's a natural" when referring to a person's abilities in science, music, or athletics, they are really identifying an individual who has exceptional aptitude in these areas.

Intelligence

Intelligence is your child's ability to learn and know. When intelligence is measured by a standardized test, the results are reported as one's IQ or intelligence quotient.

NOTES

Achievement

The measured accomplishments in your child's life—those things that they have completed or done well at—represent their achievements. In school, progress is measured regularly and reported to the student and parent in the form of grades. In athletics, achievements are measured by a stopwatch or statistics and set down as either a personal standard or the mark (the fastest time, the most situps) that others will strive to better.

Interests

Interests are the things that your child likes to spend time doing, the activities that command their attention and arouse their curiosity. Interests represent areas that your child uses as an outlet or diversion—things they do simply for fun.

Personality Traits

Personality traits are individual characteristics, like courage, friendliness, and common sense, that make one person different from another— characteristics that give each of us our individuality. These traits are influenced greatly by the home and environment in which the individual grows and develops.

Values

Values are those aspects of your child's life that they hold in esteem — things they would prefer if they had a choice — the principles or ideals that they are developing. The child with a good work ethic will attend school regularly, complete assignments, and go out of his or her way to succeed as a student. Since values are less visible than other individual characteristics, they require considerable assessment to uncover.

Assessing Individual Characteristics

A full examination of the individual characteristics that make up your child will provide considerable insight to help parents and educators assist students with educational planning. Ask the following questions about your child:

- What natural abilities does he possess? What things come easy to him?
- In what school subjects has she obtained the best grades? In what activities and sports has she experienced the greatest measures of success?

NOTES

- How does he enjoy spending his leisure time? What challenges his curiosity?
- What personality traits best describe your child as a person? List the three strongest traits that your son or daughter displays.
- Identify the values in your child that appear to be most visible and strong.

After you have completed this exercise, ask your spouse, a family friend, or your child's teacher or counselor to create a similar profile. Match your assessment with theirs.

Counselors Can Help

When parents consider all that is involved in motivating, assisting, and guiding their children, the task of helping them to succeed in school may seem overwhelming. It appears even more difficult if you have two, three, or more children moving through the elementary and middle grades at the same time.

You need to know that there are people in the school and in many community organizations that can help you in assuring that your child gets the best education possible. First, build a strong relationship with your child's teacher. She or he will be an important ally throughout the schooling process.

TRAINER NOTE: DISTRIBUTE RESOURCE 2-6.

A second key consultant to parents is the school counselor. Situated only in the high schools for many years, this professional educator is growing in increasing numbers in the elementary and middle schools of the nation. The counselor's specific task is to help students find success in school and to address the personal, social, and emotional concerns and problems that may stand between them and that success. Counselors have been specifically trained to assist in the many transitions that occur during the K-12 experience and beyond.

Counselors are also present in the various postsecondary education institutions in your community and they would be most willing to consult with you with respect to educational planning and decision-making. Other specialists (professional and volunteer) staff community agencies, youth centers, recreation programs, and other community programs.

NOTES

As the parent of a student in the middle grades, the school counselor can assist you in the following ways:

- Monitoring achievement and progress in the classroom.
- Identifying individual learning concerns or problems and finding solutions.
- Appraising aptitudes, intelligence and other individual characteristics, and interpreting findings.
- Providing information about high school study options and course offerings and assisting in educational and career planning.
- Teaching successful study skills and motivating the student to make the most of the school experience.
- Introducing the concepts of educational exploration and decision making and aiding students to understand the various educational and career options they may pursue.

The high school counselor will continue these services while providing specific assistance in the secondary to postsecondary and college admission process. That role will be discussed in a later workshop.

Become acquainted with the counselor early and consult this educator throughout your child's educational experience.

A Final Word

The more that you know about your son or daughter, coupled with a full understanding of the variety of educational alternatives he or she can pursue, the better able you as a parent will be to provide quality guidance.

Remember that any study of individual characteristics represent a single "point in time." As your child grows and develops, some of these characteristics will change. Others will emerge. Still others, especially interests, will occupy an important part of their development for only a short period of time.

You must recognize that your child is a changing, dynamic person. Encourage children to make the most of their abilities and employ all of the resources at their command. Challenge, don't pressure, your child to be an active learner and hard worker. Those students with the strongest record of achievement and best understanding of themselves will have the foundation for success in future educational and career pursuits.

Finally, seek the guidance of the school counselor, teachers, other educators, and community helpers as you help your child explore and make decisions about the future. They can be your best allies in helping your child achieve educational and career success.

METHODS

Introductions

If Module 2 is the first workshop session that you do for parents, you will need to use some type of "icebreaker" techniques to introduce yourself, your fellow trainers, and the parent participants to each other. Refer to page 23 for additional guidance.

Discussion Questions

Module 2 affords the PACT trainer a number of opportunities to promote parent participation. Some of the questions and discussion topics you might like to interject are listed below:

- What options did you have after school? Will your child have the same opportunities? Face the same obstacles?
- What job opportunities exist in our community? What qualifications are required? What growth or advancement opportunities exist in these jobs?
- When explaining the various types of postsecondary education, it is best to cite specific schools or institutions in the community. Select names that will be familiar to workshop participants and encourage them to add to your list. You may wish to invite representatives from these schools and colleges to talk about their programs.
- When discussing educational alternatives and occupations, ask participants to identify careers that are not listed on PACT Resource 2 - 3. Assist them to connect the occupation with the appropriate training level.
- Identify the specific educators and community agencies' representatives who can assist during the middle and high school grades. Invite these individuals to the PACT workshop to talk about their programs.

Activities

- With some limited research, the PACT trainer can identify the primary employers in the community and relate these businesses, firms, etc., to the various professions, skilled and semiskilled occupations they provide. Consult the editors at your local newspaper to determine if any recent stories have been done on the employment picture in the community.
- When discussing the various kinds of postsecondary education, consider inviting a representative of each to participate in the workshop, including:
  - Trade and technical schools
  - Community and junior colleges
  - Colleges and universities
- Invite a high school counselor to talk with parents about the specific educational programs (e.g., academic, vocational-technical) and courses offered to local students.
- List the admission requirements for state universities. Compare them with requirements at a private institution in your area.

PACT Promotion

If Module 2 is only one part of the PACT effort in your school or agency, be sure to tell parents when future workshops will be held. Encourage them to share the information they obtained and bring another parent to the next session. If possible, leave parents with the name of a counselor, teacher or community worker who could address concerns or problems that they may have following the PACT workshop.

RESOURCES

In addition to the PACT handouts which follow, trainers may wish to acquire the following resources for use with Module 2:

Paving the Way videotape, National Association of Independent Colleges and Universities, One Dupont Circle, NW, Washington, DC 20036 *($54.00)*.

Guide for Parents, National Association of College Admission Counselors, Suite 430, 1800 Diagonal Rd., Alexandria, VA 22314.

PACT Trainers can also gather the appropriate local information for the following handouts:

- Listing of educational opportunities in the community

- Courses offered at the high school level

Postsecondary Education Opportunities

The student who wishes to continue study after high school has a number of options including the following:

TRADE, TECHNICAL, AND BUSINESS SCHOOL

Description

Private proprietary schools specializing in trades or vocations. There are some 9,000 schools in the United States offering more than 500 different courses and 200 occupational programs. Specialize in teaching skills (e.g., welding, cooking, hairstyling, and word processing) required in the workplace.

Length of study

Studies vary in length from intensified training programs lasting a few weeks to diploma or certificate granting programs which may take up to two years.

Characteristics

Open admission—meaning all who apply are usually admitted. Instruction is directed to skill training required for a specific job. "Hands on" learning or "learning by doing" often employed.

COMMUNITY AND JUNIOR COLLEGE

Description

Two-year institutions conveniently located in local communities. Specializes in college transfer programs, vocational programs, or both. There are 1,336 community and junior colleges in the United States.

Length of study

Depending on program. Generally 6 months to two years. Leading to degrees or certificates.

Characteristics

Usually inexpensive, flexible hours, convenient location, independent study as well as traditional classroom approach. Open admission. Transfer programs often tied to four-year colleges in state or area. Usually respond to local employment demand by offering courses in needed areas.

COLLEGE AND UNIVERSITY

Description

Institutions comprised of divisions called schools or colleges. Geared toward preparation for professional occupations such as accounting, engineering, and health services. Traditional classroom setting. Offer degrees upon completion of program. There are 2,070 colleges and universities in the United States.

Length of study

Four years of study leading to a college degree.

Characteristics

Well-rounded education, including studies in arts, sciences, and the humanities. Can be public, private, sectarian, non-sectarian, coeducational, large or small, and found in any type of community.

Education and Careers

HIGH SCHOOL DIPLOMA

SPECIAL CAREER TRAINING CERTIFICATE OR DIPLOMA

- Trade, technical, and business school
- Apprenticeship program
- On-the-job training program
- Military services
- Community or junior colleges

COLLEGE OR UNIVERSITY DEGREE

- Community and junior college (2 - year)
- College or university (4 - year)

ADVANCED STUDY AND SPECIAL EXPERIENCE

- Graduate school
- Career experience

Education and Careers

Occupations requiring a high school diploma

Assembler	Receptionist
Cashier	Salesperson
Driver	Security Guard
Mail Clerk	Stock Clerk
Messenger	Telephone Operator
Orderly	Waiter/Waitress

Occupations requiring special career training

Auto technician	Medical technician
Barber/hair stylist	Photographer
Chef	Police officer
Firefighter	Secretary
Geologist	Surveyor
Machinist	Travel Agent

Occupations requiring college or university degree

Accountant	Nurse
Architect	Park ranger
Chemist	Pilot
Counselor	Physical therapist
Computer analyst	Reporter
Engineer	Teacher
Librarian	Writer

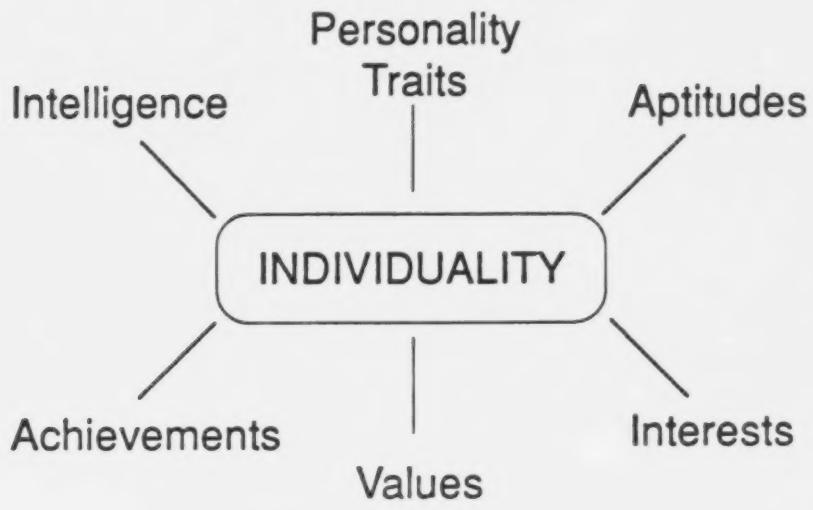
Occupations requiring advanced study (more than undergraduate college degree)

Astronaut	Hospital administrator
College professor	Judge
Dentist	Lawyer
Dietician	Physician
Economist	Veterinarian

High School Courses for College-Bound Students

Subject Area	Amount of Study
English	4 years
Science	2 to 4 years
Biology	
Chemistry	
Physics	
Earth Science	
Mathematics	2 - 4 years
Algebra	
Geometry	
Trigonometry	
Calculus	
History	2 to 4 years
Foreign Language	2 to 4 years of same language
Computer Science	
Music	
Art	

Learning More About Your Son or Daughter



How Counselors Can Help

As the parent of a student in the middle grades, the school counselor can assist you in the following ways:

- Monitoring achievement and progress in the classroom.
- Identifying individual learning concerns or problems and finding solutions.
- Appraising aptitudes, intelligence and other individual characteristics, and interpreting findings.
- Providing information about high school study options and course offerings and assisting in educational planning.
- Teaching successful study skills and motivating the student to make the most of the school experience.
- Introducing the concepts of educational exploration and decision making and aiding students to understand the various educational and career options they may pursue.

Become acquainted with the counselor early and consult this educator throughout your child's educational experience.

P A C T

MODULE 3
The Road to College

A portion of the information presented in this module was adapted from the NACAC publication *A Guide to the College Admission Process* and *Selecting the Right College*, published by the American Telephone and Telegraph Company, in collaboration with NACAC.

MODULE THREE

The Road to College

Objectives

- To introduce the secondary to postsecondary transition and college application process to parents.
- To encourage parents to engage in orderly, developmental planning of their children's educational goals.

Message

NOTES

There are more than 3,500 two- and four-year colleges in the United States. How will your daughter or son pick the right one? Beyond taking the right courses and doing well, what steps will he or she need to follow to get into college? How can you help?

In this session we will focus on these questions and concerns and follow the road to college. Preparing for college will be an extremely exciting period in the life of the student. This transitional period is filled with challenge, opportunity, and decision making. It can also be a difficult and confusing time. Because the process of selecting a college is very personal, it must begin with self-reflection. Your child must examine a number of things, including goals, strengths, weaknesses, and reasons for going to college. Then, the student must consider the many criteria that will be used in choosing colleges to explore.

When the student is going through this awareness or assessment period, it is important to be realistic. As an experienced counselor once said about the college exploration process: "Dream, but keep one foot on the ground."

Asking the Right Questions

Parents and counselors can help in the exploration by encouraging the student to find the answers to a number of questions. It's extremely important to have the student answer the questions. The parental role is to guide, not steer, the student through the exploration process. Resist the temptation to impose your values and

goals for your son or daughter into their answers. These exploratory questions include:

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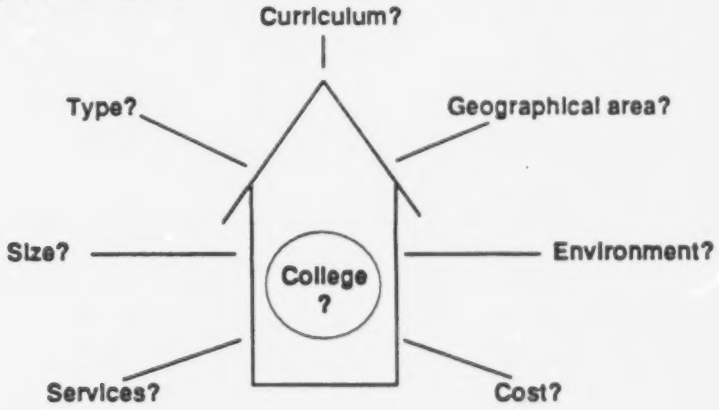

TRAINER NOTE: DRAW THE ABOVE ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART AND DISTRIBUTE RESOURCE 3-1

- What type of college would I like to attend? Liberal arts? Business? Engineering? Trade or technical? What is my tentative choice of a major?
- In what geographical area do I want the college to be? How far do I want to be from home?
- Do I want to attend a small college or a large university? A two-year or four-year program? Coeducational or single-sex institution? A historically Black college or university?
- In what environment do I want my college? Urban? Rural? Suburban? Will I live on campus or live at home and commute?
- What are the costs? How will these costs be met?
- What special services (e.g., tutoring, special assistance for the physically impaired) do I require?

Once your daughter or son has had an opportunity to review these questions and come up with at least tentative answers, it is time to involve the school counselor once again. The counselor can relate these answers to the student's academic profile — grades, rank in class, test scores, course levels, and student activities. The result of this dialogue should be the formation of a list of colleges that meet your child's criteria and are consistent with the academic profile. Every student aspires to find the "right" college, a goal that may be possible to achieve. Seldom is there simply one

right choice and 3,499 wrong schools. In reality, there are a number of "right" colleges and universities out there just waiting to be discovered by your son or daughter.

NOTES

Gathering Information About Colleges

With his or her list of colleges in hand, the student should set out to play "detective," to find out as much as possible about each school. The search should begin in the guidance office or school library, but may not be over until the student has participated in a college fair or made several visits to college campuses. Parents should encourage this information-gathering process and participate in all appropriate activities.

TRAINER NOTE: DISTRIBUTE RESOURCE 3-2

College Publications and Guides

Each college and university in the nation produces an array of written materials, including brochures, catalogues, viewbooks, and related materials. Often, these are mailed directly to the students; or, one need only to call or write the admission offices to acquire this information.

In recent years, many colleges have produced video programs about their schools. These videotapes are available for viewing in the high school guidance office and are frequently loaned to students for viewing at home with parents.

Students can acquire a great deal of basic information through the study of any one of a number of good college guides or reference books. These books present a "snapshot" of the college and should be used with other information. Parents should be especially sensitive to any publications that rate colleges and universities or their programs. Most college rating systems lack the comprehensiveness and objectivity to carry much weight in the decision-making process.

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Considerable information about colleges and universities can be acquired through face-to-face interaction with their admission counselors and officers. This can be best accomplished by participating in college fair and college night programs when they are

offered in your school or community. The National Association of College Admission Counselors sponsors the National College Fair program and sponsors 26 fairs in major cities and metropolitan areas across the nation. Representatives from hundreds of colleges are present at these fairs to explain their curricular programs and admission requirements and to answer questions. Similar programs are offered by the counselors in many school systems. Parents are welcome to participate in these programs.

NOTES

College admission counselors are also available to visit with students in the school setting. The school counselor usually assists in scheduling these visits and maintains a calendar of colleges and visitation dates. Many admission representatives will schedule individual appointment times during these school visits. College fairs and high school visits permit the student to explore beyond the information contained in the publications and guidebooks — to personalize his or her questions and ask things that are specific and tailored to particular needs.

Campus Visits

As your daughter or son refines the list of colleges under study, encourage campus visits. In fact, take part in the campus visits yourself. The experience will be informative for all. If the student has decided that a college is interesting enough to him or her on the basis of has been read about it or what has been gained through interaction with an admission representative, it's time to visit that campus and see things firsthand. Students should try to visit a college while classes are in session and students are on campus.

The visit should include an interview with an admission counselor, sitting in on a class or two, and discussions with students and faculty. The interview and class observation will provide the student with a unique opportunity to get a real taste of the college experience and to create questions that can be answered "on the spot."

The student should spend enough time to determine if she or he feels comfortable in the surroundings and at ease with students. Some colleges have accomodations for students to stay in the dormitories with other students. Counselors recommend that students should visit a college or university before they make the final decision to study there.

NOTES

The School Counselor

As your son or daughter continues to investigate college options, encourage him or her to visit the school counselor. Counselors know a great deal about specific colleges and universities. If they are unable to answer a question immediately, they have the resources to find the answer or help students locate the needed information. They can also help clarify information from other soureces, such as visits.

Making Application to College(s)

As the junior year of high school concludes, the student may have already made some decisions about colleges on the initial list. Colleges that do not fit the student's needs can be eliminated from consideration. Colleges that are especially appealing should be investigated more thoroughly. It is wise to hold another session with the school counselor to go over the information obtained and gain the counselor's perspective relative to the student's evaluation of this information. Don't expect the counselor to create the final list of schools or rank the final choices. His or her job is to help the student make good decisions, not make the decisions.

As the senior year begins, the student should write to the colleges to which he or she has decided to apply and request application forms. Upon receipt, the student and parent should review each application to determine what actions need to be taken and to learn the calendar deadlines that must be followed. Write down all of these deadline dates on the family calendar and make every attempt to avoid pressure by getting these tasks completed ahead of schedule. Once again the school counselor will become involved in the process as he or she will need to see that school-generated information is forwarded to the colleges to which the student will apply.

Parts of the Admission Folder

When a student applies to college, the college admission office collects a folder of information to consider as it makes a decision about the application. Parents should be aware of the parts of an applicant's "folder."

TRAINER NOTE: DISTRIBUTE HANDOUT 3-3

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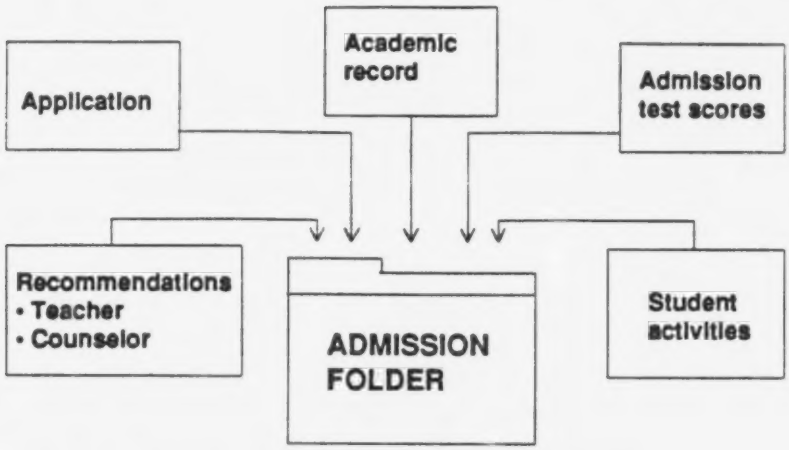


TRAINER NOTE: DRAW ABOVE ILLUSTRATION ON CHALKBOARD OR FLIPCHART

Application

The application includes simple biographical information such as birthdate and family information. Frequently, students are asked to write essays, which are intended to acquaint the admission committee with certain student experiences, strengths and weaknesses, and writing ability. This is where students have the power to present themselves in the best possible light.

Academic Record

The most important factor in the applicant's folder is the academic record in high school: many consider it to be the best indication of later college success. The program of study, specific courses, and the grades the student received are aspects of the record that admission officers will consider in appraising the student's transcript (another term for the academic record). Colleges pay special attention to the challenging courses the student has successfully taken. When a student's record is compared with that of his or her classmates, he or she is assigned a class ranking relative to the others in the class. Class rank is important as a means of showing admission officers the level of competition the student has encountered and how well she or he has achieved relative to the competition. Not all high schools compute class rank.

Admission Test Scores

Standardized testing has been the focus of much discussion in recent years. More institutions are re-evaluating the overall role of the tests in the admission process and seem to be placing less

NOTES

emphasis on the importance of the test results. A few selective colleges have even replaced the "aptitude" tests with other tests that measure the knowledge that students have actually learned in their courses. Those colleges that still require standardized tests will use the scores in several ways. First, they may look at the scores as one way of predicting if a student will succeed in college. Secondly, colleges may use scores to compare students who come from similar backgrounds and schools. Finally, colleges may use test scores to help place students in appropriate courses. Students who plan to take a standardized test *may* improve their performance by attending classes to acquaint them with the tests or by taking practice tests available from the test publishers. However, nothing is as good as old-fashioned work and study.

Recommendations

The recommendations prepared by teachers, the counselor, and others represent a very important part of the admission folder. They tell readers of the application about the student's classroom experiences in terms that are not represented by grades. Teachers may comment on the type of contributions the student made to the class, the written and oral work that has been presented. The counselor can highlight strengths that may not be otherwise worked into the official application and comment on the student's potential for studying at a particular college. The recommendation allows the writer to go beyond the information requested in the general application and tell the admission committee about the student's unique qualities and characteristics.

Student Activities and Employment

Although the student academic credentials are the primary factors in determining admission, the students record of involvement in activities (curricular, extracurricular, and outside of school) can be a significant supporting credential. Out of school activities such as work, scouting, church groups, and community volunteer work should not be overlooked.

Mere membership is not the important factor. Rather, it is the level of involvement and accomplishment that is important. It is better for your daughter or son to be involved in one activity and to be a significant contributor to that activity than to be involved superficially in a number of organizations and activities.

The Golden Rule

NOTES

As your son or daughter finalizes the list of colleges and begins filling out the applications, stick to the Golden Rule of the college admission process: **"Never file an application for admission to a college which you would not gladly attend if offered the choice."**

By following this rule, the student is improving his or her chances of gaining admission. It also sends a signal to the college that the student is sincere about attending. During the admission process, the student is afforded certain rights and responsibilities as contained in a policy written by the National Association of College Admission Counselors and endorsed by the National Association of Secondary School Principals. Review these rights and responsibilities with your son or daughter. NACAC has developed the *Statement of Principles of Good Practice*, a code of conduct to guide institutions and individual counselors as they guide students through the school to college transition.

TRAINER NOTE: DISTRIBUTE HANDDOUT 3-4

Make the Application Work

The single most important step in completing the college admission application is also the simplest — read the instructions (from beginning to end) before starting to fill out the form. For the student, the application is like a final test. While it's true that the greatest emphasis will be placed on the courses, grades, and in some cases, the test scores, colleges want to know about your son or daughter as people. The application, essay, and interview (if available) will be the students' opportunity to profile themselves.

The most important concept to keep in mind when assessing admission criteria is the level of selectivity at the college in question. The more applicants a college has for each place in its entering class, the more selective that college can be and is. The student will be able to assess the selectivity of a college or university during the exploration process. This information will guide the student in targeting specific schools and in determining the number of applications to make. Students should consult the school counselor and college admission counselor if they have any questions about the competitiveness of their application.

NOTES

Awaiting the Results

When the application has been reviewed by the college or university, a number of possible responses can come back to the student.

TRAINER NOTE: DRAW THE FOLLOWING ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART.

If the student has done his or her work carefully in choosing which schools to apply to, the chances are reasonable that an admission letter will be forthcoming. If offered admission by more than one college, the student must weigh the choices carefully and make a final decision.

Should the student be granted conditional admission or placed on a wait list, she or he should consult the school counselor once again. Conditional admission could mean that the student must meet additional requirements. The counselor can also assist in appraising the likelihood that the student might move from wait list status to admission or in appealing a decision if the student feels that his or her application has not been given proper consideration

Once the student notifies a college that she or he is accepting an admission offer, a similar notice should be directed to other colleges that also offered admission, telling them that the student will not be attending. This allows the college to extend their offer to another student who may be one their waiting list. Under no circumstances should the student indicate an intention to enroll at more than one college.

TRAINER NOTE: DISTRIBUTE RESOURCE 3-5

NOTES

The School Counselor: A Constant Resource

Counselors are one of the best *on-going* resources students have: they are the students' ally throughout the entire admission process. It is in your son's or daughter's best interests to see the counselor regularly. They can:

- Help your son or daughter identify the questions — and find honest answers — that should start the entire admission process. Questions such as "Do I want to stay near home? Does the college have my major? How important is size?" and so forth.
- Review your son's or daughter's academic record, suggest areas that need improvement, and recommend courses needed to qualify for college admission.
- Help students schedule time and meet deadlines for filing applications and taking standardized tests.
- Provide specific information on a student's high school performance. Items such as rank-in-class, test scores, and grade point average are all details that colleges ask for when a student applies.
- Provide the necessary forms for financial assistance. They can also explain the criteria students must satisfy to qualify for financial assistance.
- Show students where to find more information — such as books, catalogues, brochures, and videotapes — that deals with either the admission process or a specific college or university.
- Clarify or explain terms, ideas, and experiences that students encounter during their readings, campus visits, or interviews with college representatives.
- Write a letter of recommendation to colleges or universities or suggest teachers whom the student can contact to write this letter.
- Offer the emotional support, warmth, and encouragement that your son or daughter will need during one of the most important periods of his or her life.

NOTES

Parent Role in the College Admission Process

The application period is a time of anxiety for your son or daughter. Help them by seeing that they follow the procedures properly and meet all deadlines. Be an active participant in the exploration process and offer your guidance when weighing information and creating the list of schools to which the student will apply. Be certain that your daughter or son completes all admission requirements in accordance with required deadlines.

The college application process can be time consuming and detract from routine student responsibilities. Make sure that your daughter or son keeps up with all schoolwork and maintains good study habits during this active time. Encourage patience, persistence, and good humor at all times.

If students have applied to a range of different types of schools, they'll still have a choice if they selected well. Should a negative response be received, provide consolation and support. When good news is received, seize the time to praise and congratulate your child. It will be a very happy time for everyone. You now have a college freshman in the family!

METHODS

If Module 3 is the first workshop session that you do for parents, you will need to use some type of "icebreaker" technique to introduce yourself, your fellow trainers, and the parent participants to each other. Refer to page 23 for additional guidance.

Discussion Questions

Module 3 affords the PACT trainer a number of opportunities to engage in dialogue with parent participants. Some of the questions and discussion topics you might like to interject are listed below:

- When discussing the questions a student should consider in choosing a college, the PACT trainer can compliment the message by citing specific examples of colleges that fit the various questions.
- When discussing the college application process and admission folder, it might be useful to distribute sample applications and display an admission folder. If you use an actual transcript or other school records, be certain to protect the anonymity of the subject.
- Ask parents to consider appropriate support roles after the college responds to the application. How do you deal with admit, deny, or wait list decisions?

Activities

- Ask parents of college students to talk with the group.
- Invite several students to participate in the discussion of the questions a student should ask when exploring college opportunities.
- Distribute a number of sample college mailings, viewbooks, and comprehensive guides to let the parents see the various options that exist for students considering a four-year college or university.
- Schedule a visit to the admission office at a local college or university or invite an admission counselor/officer to make a presentation. When visiting a campus, see to it that your parent group gets to see the same things that a student group would see.
- Schedule a visit to a National College Fair (if one is held in your city or metropolitan area) or a college fair program sponsored by the local school district.

RESOURCES

In addition to the PACT handouts which follow, trainers may wish to acquire the following resources for use with Module 3:

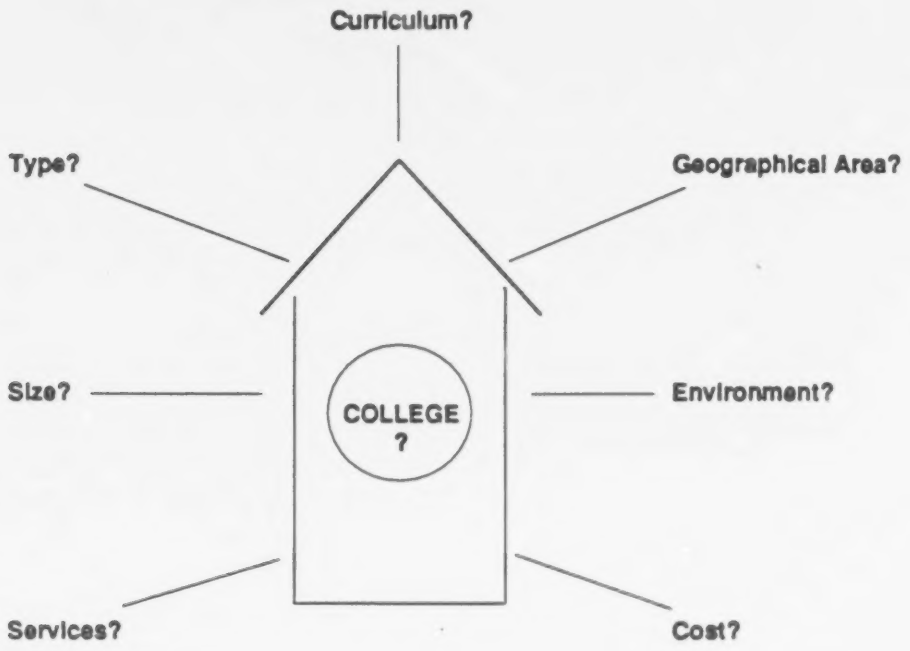
Selecting the Right College, American Telephone and Telegraph Company (Produced in collaboration with the National Association of College Admission Counselors), PO Box 205, Elizabeth, NJ 07207.

A Guide to the College Admission Process, National Association of College Admission Counselors, Publication Department, Suite 430, 1800 Diagonal Road, Alexandria, VA 22314 ($3).

PACT trainers can also gather the following local information for use as handouts:

- College brochures, catalogs, and viewbooks
- Sample admission folder, including the college application

College Exploration: Asking the Right Questions



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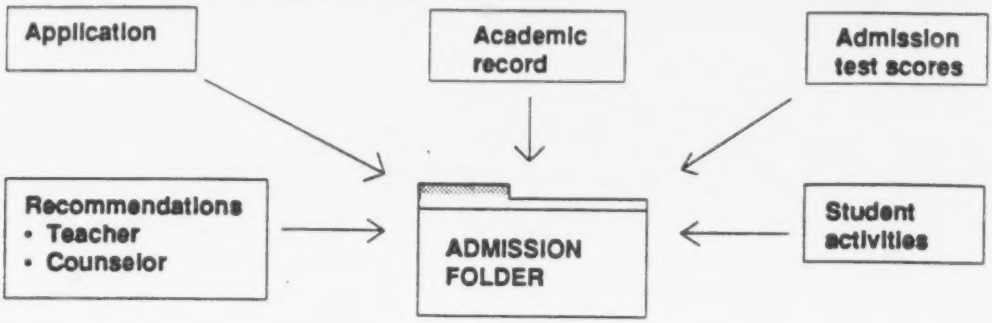
The Admission Folder: What's in It?



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(continued on next page)

The Admission Folder *(continued)*

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Students' Rights and Responsibilities in the College Admission Process

As a student making application to colleges and universities, you have both rights and responsibilities.

Your RIGHTS entitle you to:

- Receive full information from colleges and universities about their admission, financial aid, scholarship, and housing policies. If you consider early decision application, obtain complete information from the college about its process and policy.

- Wait to respond to an offer of admission and/or financial aid until you have heard from all the colleges and universities to which you have applied or until May 1, whichever comes earlier.

If you think that your rights as a student have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of your state or regional Association of College Admission Counselors. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to: Executive Director, NACAC, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314.

Your RESPOSIBILITIES are to:

- Understand the admission, financial aid, and scholarship policies of the colleges and universities to which you plan to apply. This includes being aware of deadlines, restrictions, and other criteria.

Before you apply, you should understand the policies and procedures of each college or university regarding application fees, financial aid and scholarships, and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll and the dates when refunds of those deposits are available.

- Complete all material that is required for application, and submit your application materials on or before the deadlines.
- Follow the process recommended by your high school for filing college applications.
- Arrange, if appropriate, for interviews and/or visits to colleges of your choice.
- Notify each college or university which accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have heard from all the colleges to which you have applied or by May 1, whichever is earlier. Also, if you are accepted under an early decision plan which requires you to attend that institution, you must withdraw the applications submitted to other colleges or universities at the time of that acceptance and make no additional applications. If you are an early decision candidate and are seeking financial aid, the previously mentioned withdrawal of other applications presumes you have received notification about financial aid.
- Confirm your intention to enroll and submit a deposit, if one is required, to only one college or university by its required notification date, usually May 1.

If you are put on a waiting list by a college or university and are later admitted by that institution, you may accept the offer and send a deposit. However, you must immediately notify any other college or university where you previously indicated your intention to enroll.

The School Counselor: A Constant Resource

Counselors are one of the best *on-going* resources students have: they are the students' ally throughout the entire admission process. It is in your son's or daughter's best interests to see the counselor regularly. Counselors can:

- Help your son or daughter identify the questions — and find honest answers — that should start the entire admission process. Questions such as "Do I want to stay near home? Does the college have my major? How important is size?" and so forth.
- Review your son's or daughter's academic record, suggest areas that need improvement, and recommend courses needed to qualify for college admission.
- Help students schedule time and meet deadlines for filing applications and taking standardized tests.
- Provide specific information on a student's high school performance. Items such as rank-in-class, test scores, and grade point average are all details that colleges ask for when a student applies.
- Provide the necessary forms for financial assistance. They can also explain the criteria students must satisfy to qualify for financial assistance.
- Show students where to find more information — such as books, catalogues, brochures, and videotapes — that deals with either the admission process or a specific college or university.
- Clarify or explain terms, ideas, and experiences that students encounter during their readings, campus visits, or interviews with college representatives.
- Write a letter of recommendation to colleges or universities or suggest teachers whom the student can contact to write this letter.
- Offer the emotional support, warmth, and encouragement that your son or daughter will need during one of the most important periods of his or her life.

Prep for College Calendar

JUNIOR YEAR

SEPTEMBER • Inquire about PSAT/NMSQT (National Merit Scholarship Qualifying Test) date, time, and place in October. • Meet with your school counselor to review your courses for this year and plan for your senior year.

OCTOBER • Take PSAT/NMSQT.

NOVEMBER• Keep your grades up.

DECEMBER • Receive results of PSAT/NMSQT. Read material sent with your scores and consult your school counselor to determine how you might improve. This can be excellent preparation for your SAT.

JANUARY • Begin to think about which colleges you'd like to explore. • Sign up for April SAT. • Get social security number (required on college applications).

FEBRUARY - Meet with your guidance counselor to begin preparing a list of colleges to explore. • Begin to prepare for your SATs.

MARCH • Write to colleges on your list and evaluate the literature sent to you. • Sign up for the May/June ACH (Achievement) tests or the April ACT.

APRIL • When selecting your senior courses, be sure to continue to challenge yourself. • It's time to take the SAT or ACT-double check date, time, and place. • Continue to evaluate colleges. Begin eliminating some choices from the original list.

MAY • Attend College Fair to get more information about colleges on your list. • Take ACH test (if appropriate). • Consider enrolling in an academic course at a local college, pursuing a summer school program, or working as a volunteer.

JUNE • Plan visits to colleges during summer. • Take ACH tests (if appropriate).

JULY & AUGUST • Visit colleges. Take tours and have interviews. • Continue to refine your list. • Participate in summer enrichment activities.

SENIOR YEAR

SEPTEMBER • Sign up for November SAT or October ACT. • Meet with your school counselor to be sure that your list includes colleges appropriate to your academic and personal record. • Review your personal records with your guidance counselor to ensure their accuracy. • Write to the colleges still on your list and request applications. • Plan visits to colleges (if you didn't get to them during the summer or if you want to return to a campus for a second time).

Prep for College Calendar *(continued)*

OCTOBER • Attend a regional College Fair to investigate further those colleges to which you will probably apply. • Begin to gather information needed for applications. • Line up your teacher recommendations. • If applying for Early Decision, send in your application now. Also prepare applications for back-up schools. • Start sending your applications. • Sign up for December/ January ACH tests or December ACT. • Time to take ACT.

NOVEMBER • Take SAT. Have scores sent to colleges on your list. • Be sure that first quarter grades are good. • Continue filing applications to colleges. • If appropriate, obtain your Financial Aid Form or Family Financial Statement from your guidance office.

DECEMBER • Take SAT or ACH or ACT tests. Have scores sent to colleges on your list. • File your last college application. • Consult your school counselor again to review your final list of colleges. Be sure you have all bases covered. • If you applied for Early Decision, you should have an answer by now.

JANUARY • Keep working on your grades. Courses continue to count throughout the senior year. • Take ACH tests. Send scores to colleges on your list.

FEBRUARY, MARCH, and APRIL • Remember to monitor your applications to be sure that all materials are sent and received on time. • Enjoy your final year in high school but don't catch "senioritis".

BEFORE MAY • Decide on the one college which you will attend. Send in your tuition deposit. *Be Proud* — you've completed a difficult task. • Notify the other colleges that accepted you that you have selected another college.

MAY • Take Advanced Placement exams. • Request that your school counselor send your final transcript to the college you will attend.

Congratulations, you've made it through school! Enjoy your graduation and look forward to college.

JULY • Look for information from the college about housing, roommate(s), orientation, course selection, etc.

AUGUST & SEPTEMBER • Pack for college. • *Leave home for your new home.....and have a great year!*

Repnnted from Selecting the Right College, AT&T's College Series, produced in collaboration with the National Association of College Admission Counselors.

P A C T

MODULE 4
Paying for College

A portion of the information presented in this module was adapted from *Selecting the Right College*, published by the American Telephone and Telegraph Company (AT&T), in collaboration with the National Association of College Admission Counselors.

MODULE FOUR

Paying for College

Objectives

To assist parents' understanding of college costs and the various forms of financial assistance available to them.

To motivate parents to engage in financial planning that will result in an improved capability to meet future college costs.

Message

NOTES

"Mom ... I need $15,000 for my freshman year at college." Such a message can bring shock to the parent who is not informed about and prepared for the costs associated with higher education. In this session we are going to explore the cost of going to college and examine the different forms of financial assistance that can alleviate this burden for students and families in need.

The bad news is that a year at most colleges, especially if living costs are included, ranges from a minimum of $6,000 and can exceed $20,000 these days. Students who live at home and commute to college will find tuition costs in the $1,200 to $1,500 range.

The good news is that if you need financial assistance to help meet college costs, you are very likely to receive it. More than half of the students attending college in the United States receive some form of financial assistance. Parents need to become fully informed about costs and assistance opportunities in sufficient time to allow for appropriate financial planning by the family.

As we begin to discuss this topic, it is important to state that cost should never be a deterrent to the student in choosing the colleges to which he or she will apply. Students should consider applying to a number of colleges that represent a range of costs. Certainly there are no guarantees, but there is a considerable amount of federal, state, institutional, and private financial aid available every year to those who apply properly and on time.

The fact is that most of the students who apply for aid and who need it do receive all or part of what they need to attend their first-

choice colleges. And the likelihood of receiving aid becomes greater as the cost of college gets higher. The most expensive colleges have the most aid to give. During the application process it is good common sense to pick colleges with a range of costs, including some that are within the reach financially, but the student should never eliminate a college from consideration on grounds of cost alone. Colleges have financial assistance plans because they want to enroll the best students, not just those who can afford to pay. Remember that "academic "fit" is the most important criterion.

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As the parent of a future college student, there is another point that you should keep in mind — the admission decision and the financial aid decision are made separately and independently of one another, usually in different offices on the campus. The admission decision comes first and it makes no difference whether or not you are a candidate for financial aid. It is only after a student is admitted that the financial aid counselors will review the aid application and make a decision. In summary, a favorable admission decision will not guarantee the student financial aid; and the student's status as an aid candidate will not jeopardize chances for admission.

How Much Will It Cost?

The cost of college can be broken down into two areas: *fixed* cost and *controllable* cost. Let's examine each.

Fixed Costs	Controllable Costs
Tuition	Room/Board*
Fees	Travel
Room/Board*	Personal Costs

* *Depending on whether the student resides on campus and/or uses the college dining facilities.*

TRAINER NOTE: DRAW THE ABOVE CHART ON THE CHALKBOARD OR FLIPCHART AND DISTRIBUTE HANDOUT 4-1

Fixed Costs

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The student's fixed costs include the items that are paid directly to the college or university, including tuition, student activities fees, laboratory fees, and other charges. For students who must live on campus, the costs of room and board will also be fixed, especially if optional plans are not available at reduced rates.

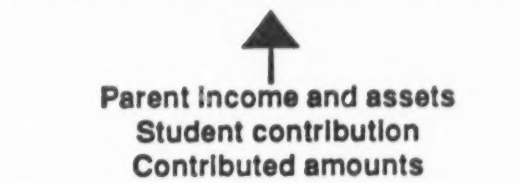
Controllable Costs

When the college offers optional room and board plans or the community affords off campus housing opportunities, the student has greater flexibility in controlling these costs. Other controllable costs include books, travel, and personal costs (laundry, entertainment, clothing, and car, to name a few). The amount that an individual spends on these items will vary according to need and preference.

Assessing Student Need

The kind of financial aid we're talking about here is the specified amount of money that is offered to a student to help pay for educational expenses. Most financial aid is given because the student has a mathematically determined need for it, and the amount of that aid is limited to the student's calculated need. As costs go up, student need also rises, but parent resources remain the same. Simply stated, a student's need is determined as the difference between the total cost of attending school and the family's financial resources.

Cost - Resources = Need



TRAINER NOTE: DRAW THE ABOVE ILLUSTRATION ON THE CHALKBOARD AND DISTRIBUTE RESOURCE 4-2.

Family resources include:

- The amount the student's parents should or will be asked to pay from their income and assets.
- The amount the student can contribute from earnings, plus savings.

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• Any gift amount that the student need not repay.

In all instances, the student and parents are responsible for paying what they can; financial aid is intended to supplement such efforts, not substitute for them.

Types of Financial Aid

There are two types of financial aid: gift assistance and self-help.

GIFT ASSISTANCE	SELF-HELP
$ Grants	$ Loans
$ Local awards	$ Work Study
$ Scholarships	

TRAINER NOTE: DRAW THE ABOVE ILLUSTRATION ON THE CHALKBOARD OR FLIPCHART AND DISTRIBUTE HANDOUT 4-2

Grants

Grants are outright gifts which do not have to be repaid. These can be from the federal or state governments or from the college itself. Grants are based on the need, and when the need is high, the grant aid tends to be high as well. The grant aid may be made up from various sources, including:

• Individual institutions

• The Pell Grant, which is the largest single financial program, available through the federal financial aid program administered by the U.S. Department of Education

• Supplemental Educational Opportunity Grant (SEOG), which is awarded by an individual aid office from funding made available by the federal government

Local Awards

Such opportunities for assistance can be based on need or merit or presented in the form of outright gifts. The student should seek out

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and apply for as many local awards as possible. High schools, churches, local business and civic organizations, and special programs like Dollars for Scholars may have financial awards. Some companies and businesses offer assistance to children of their employees. The school counselor is a good source of information about local forms of financial assistance.

Scholarships

Scholarships are a form of financial aid based on merit, not need. There are relatively few awards of this sort and the competition for each is heated. Some are given to the student who exhibits a particular ability or skill such as athletics or music; others are awarded for academic achievement. Scholarships are often renewable for each college year, usually contingent on the student continuing to engage in the activity that prompted the award; or, in the case of academic achievement, maintaining a certain achievement level or grade point average. In most instances it is the college which controls the scholarship process, inviting only certain students to become candidates.

Loans

Loans, like borrowing to purchase a home or a car, must be repaid, usually with interest.

• Loans are based on need and awarded to the student. Usually, these loans, like grants, can come from the institution or private lender; and the greater the need, the larger the loan. This deferred method of payment takes various forms, and the time frame involved can be for as little as two or three years and as much as twenty years.

• Many banks and lending institutions now make special loan programs available to parents to help finance their student's education. These loans are based on the need, but can help stretch the family's budget over the years of schooling. Institutions and bank loan programs will ha[illegible] differing interest rates.

Work Study

Work Study is another form of aid based on need, sometimes combined with a grant or loan. In this case, the student must earn the money awarded, often working on campus or with an approved

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some caution must be advised. Students should not fall in the trap of trying to earn more than is realistic. Remember that in work study plans:

- Withholding taxes are taken out of earnings
- Most work study job pay is limited wage
- The student must allow time for schoolwork and study

Preparing to Meet College Costs

The earlier the parent becomes aware of the costs associated with college, the better are the chances that the family can incorporate educational costs into their savings objectives. The family that begins to set aside an amount of money beginning when the child is born is buying a form of insurance — insurance that the funds will be available to assist the student when the time comes to go to college. A college savings plan will ensure that other family needs will not be unmet when the college costs must be paid. Some colleges permit the student to pay their expenses according to a monthly payment plan much like mortgage, rent, or car payments.

The parent can seek assistance from the college financial aid officer. This specialist can provide information about the various student assistance programs and advice in financial planning to meet future college costs. The key is to begin early.

METHODS

Introduction

If Module 4 is the first workshop that you do for parents, you will need to use some type of "ice-breaker" technique to introduce yourself, your fellow trainers, and the parent participants to each other. Refer to page 23 for additional guidance.

Discussion Questions and Topics

Module 4 affords the PACT trainer a number of opportunities to engage in dialogue with parent participants. Some of the questions and discussion topics you might like to interject are listed below:

- During the discussion of college costs, the PACT trainer may wish to compliment the message by presenting a case study consisting of actual costs incurred by a family in sending a student to college. You may wish to invite parents who are currently paying college costs to participate in the workshop.
- Due to the technical nature of many of the student assistance programs and the changing nature of the legislation which authorizes these forms of aid, you should consider having a financial aid officer participate in the workshop as a guest presenter.
- Many states operate student financial assistance programs for state residents. Become knowledgeable about these programs and invite representatives who can present information about them.

RESOURCES

In addition to the PACT handouts which follow, trainers may wish to acquire the following resources for use with Module 4:

Selecting the Right College, American Telephone and Telegraph Company (Produced in collaboration with the National Association of College Admission Counselors), P.O. Box 205, Elizabeth, NJ 07207

Don't Miss Out - The Ambitious Student's Guide to Financial Aid (1988-89), Octameron Associates, PO Box 3437, Alexandria, VA 22302 ($4.50)

Need A Lift?, American Legion, Department S, P.O. Box 1055, Indianapolis, IN 46206 ($1)

Applying for Financial Aid: A Guide for Students and Parents, American College Testing Program, P.O. Box 168, Iowa City, IA 52243 (free)

Meeting College Costs, The College Scholarship Service, 45 Columbus Circle, New York, NY 10019 ($6.00 for 50 copies)

The Student Guide, U.S. Department of Education, P.O. Box 84, Washington, DC 20043 (for bulk quantities) For individual copies, write "Student Guide," Department L-10, Pueblo, CO 81009.

Family Financial Statement Packet, American College Testing Program, P.O. Box 168, Iowa City, IA 52243 (free)

Borrowing for Education, Educational Testing Service, Publications Order Service, CN 6736, Princeton, NJ 08541 (free)

Toll-free information — The U.S. Department of Education operates a toll-free telephone service for students, parents, and educators who have questions about federal student assistance programs. Dial 1-800-221-7945.

College Costs

The cost of college can be broken down into two areas: *fixed* costs and *controllable* costs. Let's examine each.

Fixed Costs

The student's fixed costs include the items that are paid directly to the college or university, including tuition, student activities fees, laboratory fees, and other charges. For students who must live on campus, the costs of room and board will also be a fixed cost, especially if optional plans are not available at reduced rates.

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GIFT ASSISTANCE

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- The Pell Grant, which is the largest single financial program, available through the Federal Financial Aid Program administered by the U.S. Department of Education.
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SELF-HELP

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- Many banks and lending institutions now make special loan programs available to parents to help finance their student's education. These loans are based on the need, but can help stretch the family's budget over the years of schooling. Institutions and bank loan programs will have differing interest rates.

Work Study

Work Study is another form of aid based on need, sometimes combined with a grant or loan. In this case, the student must earn the money awarded, often working on campus or with an approved off-campus employer. While such a program can be very helpful, some caution must be advised. Students should not fall in the trap of trying to earn more than is realistic. Remember that in work study plans:

- Withholding taxes are taken out of earnings
- Most work study job pay is limited wage
- The student must allow time for schoolwork and study

P A C T

RESOURCE BIBLIOGRAPHY AND GLOSSARY

RESOURCE BIBLIOGRAPHY

This section of the P A C T training guide contains resources that trainers may wish to obtain for their personal information or to use with parents. Every attempt was made to identify quality resources that are also available free or at low cost. Trainers should also check the holdings of local or institutional libraries and the resource center at the local high schools and colleges to determine if these or other college guidance resources can be borrowed.

When purchasing these resources, be sure to identify each publication by its specific title and request the latest edition. It is always advisable to request a single copy for review before purchasing quantities of any publication. Such scrutiny will ensure that limited resources are spent wisely.

American College Testing Program, Publications Department, P.O. Box 168, Iowa City, IA 53343

A Counselor's Guide to Financial Aid (free)
Family Financial Statement Packet (free)

American Legion, Department S, P.O. Box 1055, Indianapolis, IN 46206

Need A Lift: Financial Aid Resources ($1.00)

American Telephone and Telegraph Company (AT&T), P.O. Box 205, Elizabeth, NJ 07207

Selecting the Right College (single copy free)

Association of American Publishers, 220 East 23rd St., New York, NY 10010

Helping Your Child Succeed in School ($1.50)

The College Board, 45 Columbus Circle, New York, NY 10019

Meeting College Costs ($6.00 for 50 copies)

Consumer Information Center, Pueblo, CO 81009

Becoming a Nation of Readers: What Parents Can Do (50¢)
How to Help Your Children Achieve in School ($3.75)
List of Books for Preschool through Middle Grade Children ($1.00)
Student Guide (1989-90 Application Materials)

Educational Testing Service, Publications Order Services, CN6736, Princeton, NJ 08541

Borrowing for College (free)
Preparing for Tests (free)

International Reading Association, 800 Barksdale, P.O. Box 8130, Newark, DE 19714

Parent Brochures (free)

National Action Council for Minorities in Engineering, 3 West 35th St., New York, NY 10001

Financial Aid Unscrambled (50¢)

National Association of College Admission Counselors, Suite 430, 1800 Diagonal Rd., Alexandria, VA 22314

Guide for Parents (free)

A Guide to the College Admission Process ($3.00)

Map of Two- and Four-Year Colleges ($2.00)

High School Planning for College-Bound Athletes ($2.00)

National Association of Independent Colleges and Universities, One Dupont Circle, NW, Washington, DC 20009

Paving the Way Video ($54.00)

National Committee on Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044.

Annual Check-Up: Your Guide to Parent-Teacher Conferences

National Education Association, 1201 16th Street, NW, Washington, DC 20036

What to Look For When You Visit Your Child's School (free)

Octameron Associates, P.O. Box 3437, Alexandria, VA 22302

Campus Pursuits: How to Make the Most of the College Visit and Interview ($2.75)

Do It – Write: How to Prepare a Great College Application ($2.75)

Behind the Scenes: An Inside Look at the Selective College Admission Process ($2.75)

The A's and B's of Academic Scholarships ($4.50)

Don't Miss Out: The Ambitious Student's Guide to Financial Aid ($4.50)

Financial Aid Officers: What They Do To You and For You ($2.75)

College Grants from Uncle Sam ($2.25)

College Loans from Uncle Sam ($2.25)

Earn and Learn: Cooperative Education Opportunities ($2.75)

Top Dollars for Technical Schools: A Guide to Engineering, Math, Computer Science, and Science Scholarships ($4.25)

Office of Educational Research and Improvement (OERI), Outreach Staff, Room 302, 555 New Jersey Avenue, NW, Washington, DC 20208 *(single copies of the following materials are free)*

Help Your Child Do Better in School
Help Your Child Become a Good Reader
Help Your Child Learn Math
Help Your Child to Write Well
Help Your Child Improve Test-taking
Helping Your Child Use the Library

Peterson's Guides, Department 8304, P.O. Box 2123, Princeton, NJ 08543

Making the Most of Campus Visits ($1.50)
On Choosing A College That's Right for You ($1.25)
Parents' Role in Campus Visits ($1.50)
How to Write College Application Essays ($1.25)
The Admissions Process at Selective Colleges ($1.25)
How to Pay for College ($1.25)
Peterson's State and Federal Aid Programs for College Students ($3.00)

Reading is Fundamental, Inc., Publications Department, Smithsonian Institution, 600 Maryland Ave., SW, Suite 500, Washington, DC 20024

Parent Guide Brochures (write to address above for titles)

Sunfeatures, Box 368-B, Cardiff, CA 92207

The College Financial Aid Emergency Kit ($4.50)

U.S. Department of Education, P.O. Box 84, Washington, DC 20053

The Student Guide: 1989-90 Application Materials (bulk quantities only)

U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402

College Costs: Basic Student Charges at Two- and Four-Year Institutions ($2.00)
Higher Education Opportunities for Minorities and Women ($5.50)

GLOSSARY

Academic Achievement — The record of a student's progress in such subjects as English, science, history, and mathematics.

Academic Record — Transcript of grades, test scores, and related academic information kept on file by the school.

ACT—The American College Test is used widely by college and university admission offices. The ACT tests students' ability in four distinct areas of study: English, mathematics, social studies, and natural sciences.

AP—Advanced Placement Tests. Designed for strong students who have completed college level work in high school, APs are given in specific subject areas and are used to determine if a student may gain advanced standing in college.

Admission — The decision to allow a student to enter a college or university.

Admission Test — A standardized test used in the admission process to predict the likelihood of a student's success in college.

The American College Testing Program—A non-profit agency that designs and administers tests for use within the college admission process.

Application — Formally submitting a request and required forms and materials for admission to a college or university.

Aptitude — A natural ability or talent.

Associate's Degree (A.A., A.S.)—A two-year degree which generally prepares the student for further study. Some associate's degree programs are sufficient training for certain careers, but many students in two-year colleges intend to complete their studies at a four-year college.

Bachelor's Degree (B.A., B.S., B.F.A.)—A four-year degree in a specified subject.

Basics — Sometimes called "the three Rs:" the fundamentals of reading, computation (arithmetic), communication, and problem-solving.

Certificate — Recognition provided to a student for completion of short-term vocational or career training programs.

Class Rank — A student's approximate standing in her or his graduating class. Rank is based on grade point average and presented either in "percentiles" (such as "upper fifth") or numerical order (such as 72nd in a class of 410).

College—An institution at which students study toward two- or four-year undergraduate degrees after completion of secondary school.

College Admission Counselor — Professional educator working in the nation's colleges and universities to assist students with the exploration of educational options and the transition from high school to postsecondary education.

College Board—The oversight agency for many tests and services connected with the college admission process.

College-bound Student — High school student who is enrolled in college preparatory courses and intends to apply for admission at a college or university.

College Fair or College Night — A program organized to allow high school students and parents to meet and talk with representatives from different colleges and universities.

College Guides — Publications which include profiles of colleges and universities and can be used as part of the college exploration process.

College Preparatory Courses — High school courses that provide students with the knowledge and skills required to do college-level study.

College Viewbooks — Publications developed by individual colleges or universities to promote and present information about their respective institutions: camps setting, academic program, student life, costs, and other related information.

College Visit — Actual visit by student to a college or university to observe first-hand the academic, student life, and related campus features.

Common Application—Allows a student to fill out one application form (the "Common Application") and photocopy the application and recommendation forms for filing at more than one college. Students should check with the admission office to see if a college will accept the common application and if additional materials are required.

Community Resources — Either people (such as librarians, tutors, etc.) or related services (such as workshops, special programs, etc.) that are available within the community to support students and parents.

Controllable Costs — When the college offers optional room and board plans or the community has off-campus housing opportunities, the student has greater flexibility at controlling these costs. Other controllable costs include books, travel, and personal items (laundry, entertainment, clothing, and car, to name a few). The amount depends on individual needs and preferences.

Degree — The rank or title given by a college or university to a student who has met certain academic requirements (see "Undergraduate Degree").

Diploma — Certificate issued by a school, college, or university to students who have met coursework and graduation requirements.

Early Action—Early action is used primarily in highly selective colleges. Early action follows the same timetable as early decision but allows the accepted candidates until May 1 to accept or decline the offer of admission. Under early action programs, it is possible for an applicant to be denied admission outright and not automatically deferred for later consideration.

Early Admission—Many colleges have a program that allows a student to apply for admission during the junior year. The early admission program at most colleges is reserved for truly exceptional students whose academic preparation and achievement level are sufficient for early entrance to college.

Early Decision—Not to be confused with early *admission* , early decision is a plan under which a student applies to the first-choice college early in the fall (usually by November 1st) of the senior year and *agrees by contract to enter that college if offered admission.* Early decision applicants are judged on the basis of their junior year test scores, class rank, and grades.

IMPORTANT NOTE: There are several variations of early decision and early action at different colleges. Read the literature of each college carefully, and ask questions if you do not understand the program entirely.

Early Intervention — A process that begins in the late elementary and middle school grades when counselors and educators introduce the concepts of preparation for college and the admission process to students and parents.

ETS—Educational Testing Service. A nonprofit agency established by The College Board to produce its tests.

Extra Curricular Activities — Any school activity – such as athletics, drama, or music – that offers the student the opportunity to complement his or her classroom experiences.

Financial Aid or Assistance — Any financial award to a student; may be in the form of grant, scholarship, or loan.

Fixed Costs — College costs that are paid directly to the college or university, including tuition, student activities' fees, laboratory fees, and other charges. For students who live on campus, the costs of room and board will also be a fixed expense, especially if optional plans are not available at reduced rates.

Grade Point Average — An average of the student's academic achievement in grades, computed by multiplying the numerical grade received in each subject (or course) by the number of credits offered for each then dividing by the total number of credits or courses studied.

Grades — The rating of a student's achievement in a course or examination.

Graduation Requirements — Standards set by the school or state for awarding a high school diploma.

Grant — An outright financial gift toward college costs that does not have to be repaid by the student.

Homework — Lessons or exercises to be studied or prepared outside the classroom.

Intelligence — The ability to learn, understand, and master a subject or task.

Interest — An activity or subject that creates attention or curiosity.

Interview — Face-to-face interaction (individual or group) between a prospective student and the admission representatives of a college or university.

Liberal Arts — A course of studies in college that provides a well-rounded education, including arts, sciences, and the humanities as well as career courses.

Loan — Money borrowed by the student to pay for college expenses; the loan must be repaid, usually with interest.

Major — The course of study in which a student concentrates coursework, time, and attention. A major in a subject often results in career preparation.

National Association of College Admission Counselors — A national, professional association of more than 4,000 school counselors, college admission personnel, and independent counselors.

Open Admission—Some colleges offer admission to *all* students who apply. Such colleges usually have extensive programs designed to provide remedial or developmental help to students who enroll with academic deficiencies.

P-ACT+ —The Preliminary American College Test is offered to high school sophomores who are considering a college education. P-ACT+ is designed to familiarize students with the ACT (taken later) and provide an assessment of the student's career interests and study skills.

PSAT/NMSQT—Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. The PSAT/NMSQT is a practice test designed to prepare juniors for the SAT

and is used in the awarding of merit scholarships. PSAT scores are not usually used by colleges as admission criteria.

Parent Conference — A meeting between the parent and teacher or counselor to discuss the student's progress.

Personality Traits — Distinguishing personal features or characteristics.

Postsecondary — Opportunities that are available after graduation from high school (secondary school); usually refers to colleges and universities as in "postsecondary institutions" or "postsecondary education."

Recommendation — A written assessment of the student's aptitudes, abilities, and interests, written by a teacher or counselor and used by colleges and universities in the admission process.

Report Card — A usually brief evaluation sent by the school to parents or guardians that indicates the level or quality of the student's work.

Rolling Admission—A college using rolling admission will review an application when the individual "folders" (the application form and all supporting data) is completed and will communicate the admission decision within a few weeks after the completed folder is reviewed.

SAT—Scholastic Aptitude Test (alias "The College Boards"). The SAT is usually taken in the junior year and again in the senior year and is a required test for admission to many colleges. The SAT is designed to test a student's aptitude for scholastic work, *not intelligence*. The SAT is a multiple-choice examination and provides information on the basis of combined math and verbal scores of 400 (low) to 1,600 (high). Low scores are not indicative that a student is unable to do competitive work in college, merely that someone else who has taken the same test has achieved higher scores.

Scholarship — Financial aid based on merit and paid directly to the student in the form of an outright gift. Some scholarships are given to students who exhibit a particular ability or skill such as music or athletics.

School Counselor — Professional educator working in elementary and secondary schools to assist students with personal, social, educational, and career development.

Standardized Tests — Tests such as the ACT and SAT that provide college admission officers with a comparative standard for evaluating a student's academic aptitude and likelihood of success in college.

Statement of Principles of Good Practice — A professional code of ethics, developed by the National Association of College Admission Counselors (NACAC), that guides the

conduct of college admission representatives, school counselors, and independent counselors as they help students in the college transition process.

Students' Rights and Responsibilities — Statement developed by NACAC that outlines students' duties in the college admission process and describes what treatment students may rightfully expect from the colleges and universities to which they have applied.

Study Climate — The creation of a home environment and atmosphere that is conducive to learning — one that supports the student's need to devote concentrated time to reading, preparation for tests, daily homework, and other tasks.

Test Preparation Course — A formal program or course designed to assist students become familiar with test-taking and review the areas that may be covered in admission tests.

Time Management Skills — The ability to schedule school assignments and tasks in a manner that ensures that they are completed on time and with minimal interruption of routine.

Transcript — The official record of a student's coursework and levels of achievement at a school or college. A transcript is usually required as part of the college admission process.

Tuition — The cost for instruction or study at a college, university, or school.

Tutoring — Assisting a student with some aspect of their schooling, such as mathematics or language skills. Tutoring goes beyond the attention given to the student in a regular classroom setting and can be provided for both enrichment and remedial purposes.

Undergraduate Degrees—Two-year (Associate's) or four-year (Bachelor's) degrees.

University—An institution which may be the same as a college, but which usually offers graduate degrees in addition to undergraduate degrees.

Values — The established ideals that people regard as desirable and important and which may affect behavior or decisions.

Vocational/Technical Education — A program of study designed to train students for a particular occupation, business, or trade.

Work Study — A financial aid program that allows the student to work on-campus or with approved off-campus employers to earn money to pay for college expenses.

NOTES

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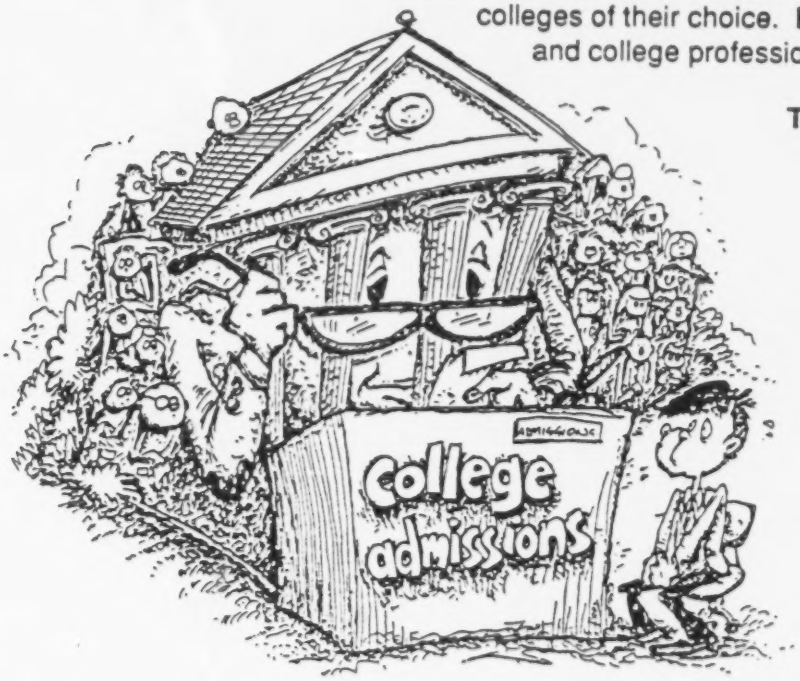

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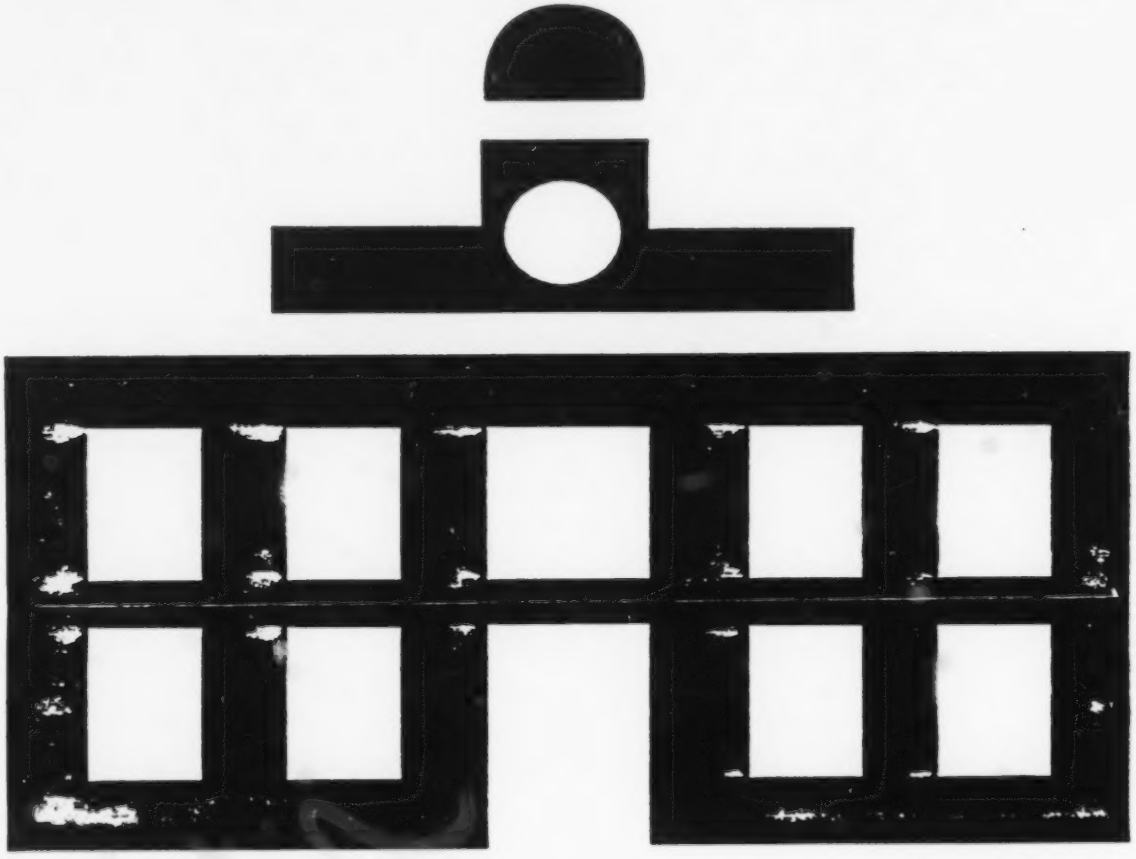

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Publications that Work for Counselors

Professional Development Guidelines for Secondary School Counselors: A Self-Audit

Essential for every high school, the *Guidelines* provide a systematic and field-tested way of improving the overall performance of your counseling department. Written and recently revised by counseling professionals, this loose-leaf training manual gives a step-by-step process for analyzing nearly every aspect of the high school counseling program. Co-sponsored by the American School Counselor Association. *Single copy: $6.*

Frontiers of Possibility

This thoroughly researched, positive report, prepared by the NACAC-sponsored National College Counseling Project, describes successful counseling programs and the factors that helped make them work—perfect for administrators as well as counselors. *Single copy: $12.*

College Program Posters

These colorful posters have been designed to help you announce upcoming college day and college night programs. The 11" x 17" posters have spaces for sponsors to fill in dates, times, and locations. *Set of 10: $6.*

College Visit Calendars

This set of calendars will help you inform students of the upcoming visits of college admission representatives. The calendars have been produced in an 11" x 17" poster format and cover the months of September through June. *Set: $6.*

Statement of Principles of Good Practice

The statement provides clear ethical guidelines for high school counseling and college admission professionals and serves as a model for professional activity by NACAC members. *10 copies: $2.50.*

NACAC Directory of Members, Policies, and Leaders

This complete directory contains alphabetical and geographical listings of NACAC members, bylaws and position statements, and a list of national and state and regional leaders.
Members: $10. Nonmembers: $50.

Guidelines for Designing a School Profile

Developed jointly with the National Association of Secondary School Principals (NASSP), this 16-page booklet offers specific content recommendations for the school profile that should accompany every transcript sent by a secondary school. Includes examples of outstanding profiles. *Single copy: $3.*

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The Journal of College Admissions

Published quarterly, the *Journal* presents timely articles on counseling, admission, and financial aid. The *Journal* features counseling-related research, book reviews, and different points of view from counselors in the field. *Four issues: $30/year.*

NACAC Bulletin

A monthly newsletter that keeps school and college admission counselors in touch with the issues, people, and actions that shape the admission process and profession. Includes interviews, special features, and resources. *10 issues: $25/year.*

Resources that Work for Students & Parents

Getting Into College

An exciting new 53-minute video that takes students step-by-step through the college exploration and admission process. Full of the information and practical guidance that students need to be successful in the high school to college transition. Must viewing for parents, too! Produced by College Admission Productions and distributed exclusively to counselors and school librarians by NACAC. $29.95, plus $3 shipping and handling. *Total for single copy: $32.95*

A Guide to the College Admission Process

Essential for all high school students who plan to continue their education, the newly revised *Guide* details every step of the admission process. Thousands of school counselors across the country depend on it as a handy-to-use reference. Abbreviations, information on pre-college testing, financial aid, and academics—it's all here.
Single copy: $3.

Selecting the Right College

This very informative booklet addresses the college exploration, financial aid, and high school to college transition concerns of students. Produced in collaboration with the American Telephone and Telegraph Company. *Single copy: $2.*

NACAC CollegeLines

The telephone numbers of the admission offices of more than 1,200 NACAC member colleges and universities (including toll free numbers where available) are contained in this recently issued resource. Educators can use this directory to acquire viewbooks, catalogs, and related resources. *Single copy: $2.50.*

Guide for Parents

Written especially for parents of 7th and 8th grade students, this brochure is an essential introduction to the decisions college-bound students and their families must make in high school. Covering such issues as career options, course selection, and financial aid, the *Guide* addresses the questions most asked by parents and families. Available in Spanish. *100 copies: $10.*

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High School Planning for College Bound Athletes

Joe Paterno, football coach of national champion Penn State, introduces this booklet with sound advice for student athletes who are preparing for college. This unique collection of articles and features offers practical advice on curriculum planning and academics. *Single copy: $2.*

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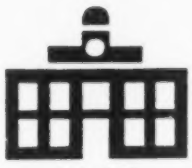

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